SIG Resubmission 8/30/10
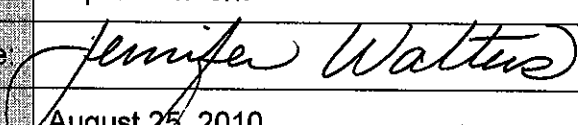
Escondido Union School District
37-68098

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Assurance of Fulfillment of Program Requirements with Reduced Grant Award

I hereby certify that the agency identified below will fully and effectively implement all elements of its approved 2009–10 School Improvement Grant (SIG) plan, including all required elements of the selected intervention model at each SIG funded school, as defined by applicable federal statutes and described in our agency's revised SIG application. The reduction in 2009–10 SIG funding from the amount initially requested by our agency will not interfere with our ability to fulfill all required elements of the selected intervention model(s) for our SIG-funded school(s).

Agency Name:	Escondido Union School District
Name of Authorized Executive:	Jennifer Walters
Title of Authorized Executive:	Superintendent
Signature of Authorized Executive:	*Jennifer Walters*
Date:	August 25, 2010

1

SIG Application Checklist

Required Components

The following components must be included as part of the application. Check or initial by each component, and include this form in the application package. These forms can be downloaded at http://.cde.ca.gov/sp/sw/t1/sig10rfa.asp. Please compile the application packet in the order provided below.

Include this completed checklist in the application packet

___X___ Form 1 Application Cover Sheet
(Must be signed in **blue ink** by the LEA Superintendent or Designee)

___X___ Form 2 Collaborative Signatures
(Must be signed in **blue ink** by the appropriate personnel at each school selected for participation and by the LEA Superintendent or Designee)

___X___ Form 3 Narrative Response

___X___ Form 4a LEA Projected Budget

___X___ Form 4b School Projected Budget

___X___ Form 5a LEA Budget Narrative

___X___ Form 5b School Budget Narrative

___X___ Form 6 General Assurances
Drug Free Workplace Certification
Lobbying Certification
Debarment and Suspension Certification

___X___ Form 7 Sub-grant Conditions and Assurances (three pages)

___X___ Form 8 Waivers Requested

___X___ Form 9 Schools to Be Served Chart

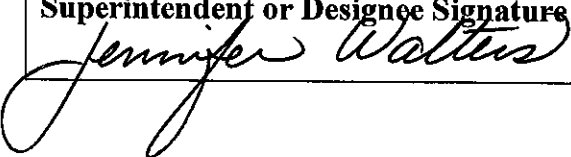___X___ Form 10 Implementation Chart for a Tier I or Tier II School

___X___ Form 11 Implementation Chart for a Tier III School, (if applicable)

School Improvement Grant (SIG)
Application for Funding

APPLICATION RECEIPT DEADLINE
July 2, 2010, 4 p.m.

Submit to:
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814
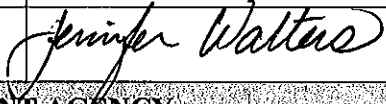
NOTE: Please print or type all information.

County Name:	County/District Code:
San Diego	37-68098

Local Educational Agency (LEA) Name	LEA NCES Number:
Escondido Union School District	

LEA Address	Total Grant Amount Requested
2310 Aldergrove Avenue	$5,000,000

City	Zip Code
Escondido	92029-1935

Name of Primary Grant Coordinator	Grant Coordinator Title
Leila Sackfield	Assistant Superintendent, Educational Services

Telephone Number	Fax Number	E-mail Address
760-432-2112	760-735-2875	lsackfield@eusd4kids.org

CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding.

I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.

Printed Name of Superintendent or Designee	Telephone Number
Jennifer Walters	760-432-2110

Superintendent or Designee Signature	Date
Jennifer Walters	August 25, 2010

SIG Form 2–Collaborative Signatures (page 1 of 2)
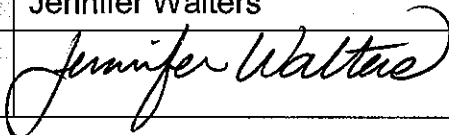
Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

The appropriate administrator and representatives for the District and School Advisory Committees, School Site Council, the district or school English Learner Advisory Council, collective bargaining unit, parent group, and any other appropriate stakeholder group of each school to be funded are to indicate here whether they support this sub-grant application. Only schools meeting eligibility requirements described in this RFA may be funded. (Attach as many sheets as necessary.)

Name and Signature	Title	Organization/ School	Support Yes/No

SIG Form 2, Collaborative Signatures, has been removed due to privacy concerns. Each school's SIG Form 2 is on file with the CDE. See the CDE's Public Access Web page at http://www.cde.ca.gov/re/lr/cl/pa.asp for information about obtaining access to these forms.

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
37-68098	Escondido Union	Jennifer Walters	*Jennifer Walters*

CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	Escondido Union School District
Authorized Executive:	Jennifer Walters
Signature of Authorized Executive	*Jennifer Walters*

SIG Form 3–Narrative Response

Respond to the elements below. Use 12 point Arial font and one inch margins. When responding to the narrative elements, LEAs should provide a thorough response that addresses **all** components of each element. Refer to *Application Requirements*, B. Narrative Response Requirements on page 18 of this RFA, and the SIG Rubric, Appendix A.

i. Needs Analysis
Response: See Attachment
ii. Selection of Intervention Models
Response: See Attachment
iii. Demonstration of Capacity to Implement Selected Intervention Models
Response: See Attachment
iv. Recruitment, Screening, and Selection of External Providers
Response: See Attachment
v. Alignment of Other Resources with the Selected Intervention Models
Response: See Attachment
vi. Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)
Response: See Attachment
vii. Modification of LEA Practices or Policies
Response: See Attachment
viii. Sustainment of the Reforms after the Funding Period Ends
Response: See Attachment
ix. Establishment of Challenging LEA Annual School Goals for Student Achievement
Response: See Attachment
x. Inclusion of Tier III Schools (if applicable)
Response: See Attachment
xi. Consultation with Relevant Stakeholders
Response: See Attachment

i. Needs Analysis

Felicita Elementary School, a part of Escondido Union School District (EUSD), has been identified as a Tier I school and is committed to raising the academic levels of all students through the school reform process. EUSD's Board of Education, Superintendent, Deputy and Assistant Superintendents, Educational Services administrators, project specialists, Teachers on Special Assignment (TOSA), Escondido Elementary Educators Association (EEEA) president, and external consultants from Transformative Inquiry Designs for Effective Schools and Systems (TIDES) are committed to supporting and working with Felicita's new principal, teachers and teacher leaders, clerical and support staff, students, parents, and community members as we collaboratively build and implement Felicita's new vision using research-based reform designs as outlined in this narrative. All adults at Felicita School, all students at Felicita School, and all parents at Felicita School will be partners in pursuit of this vision.

The above-mentioned team developed a purposeful systemic process for implementing a Needs Assessment and Analysis to acquire an accurate, thorough picture of the strengths and targeted growth needs for Felicita School. The team sought to identify an intervention model that would best meet the academic needs of students, improve student achievement, and advance academic rigor. The process included revisiting some of EUSD's Board of Education Focus Goals that include the following components:

- Ensure all students have equal access to a personalized, balanced, and challenging curriculum designed to meet individual student needs, including academic, physical, creative, and social needs.
- Infuse innovation into teaching and learning. Emphasis will be on the development of 21st century learning environments that include technology, project-based learning, and interdisciplinary studies, resulting in greater student engagement.
- Increase the school district's visibility in the community by sharing student and employee successes and informative data through greater internal and external communication efforts.
- District personnel at all work locations will continue to work in high-performing collaborative teams, with an emphasis on professional learning communities as the leadership structure for all school sites.
- Continue SMART (Specific, Measurable, Attainable, Realistic, and Timely) goals for increased achievement in acquiring English, in English-language arts, and in mathematics.

  o Ninety-five percent of proficient and advanced students will maintain or improve their achievement levels on the CST English-language arts and math tests.
  o Fifty percent of intensive and strategic students will move one or more level(s) on the CST English-language arts test.

- o Fifty percent of intensive and strategic students will move one or more performance level(s) on the CST math test.
- o Seventy-five percent of all English Learners will move one or more levels on the CELDT (California English Language Development Test) every year.

- Plan, create, and build a district infrastructure for technology to guarantee funding that is predictable, expected, and systemic.

The Appreciative Inquiry process was used. This process begins with a strengths-based approach and included the following steps that were developed by EUSD's Felicita Planning Committee leadership team:

1) <u>Clarifying the Purpose for Felicita's Needs Assessment and Needs Analysis</u>

In order to include home, school, and community relationships in the process of choosing an intervention model, the team collected, examined, and shared varied research and data with the Felicita staff, parents, and community regarding the school-wide need for restructuring and selecting an intervention model. In order to focus on teaching and learning, it was also important for the team to incorporate some specific components into the plan that would support creating a safe, dynamic and creative culture where instructional leadership is a shared responsibility. Staff and community members agreed to focus on fostering a responsible and positive environment that is conducive to the academic, ethical, and social growth of each individual student.

The gathering of information to understand the current and future needs of Felicita School, students, parents, teachers and the community was essential to the needs assessment process. The initial assessment gave consideration to the following: how well current processes and instructional practices meet the needs of the Felicita community, ways in which the school and community are changing, identifying challenges and/or problems, and the types of educational programs and expertise that will be needed in the future at Felicita School.

The following steps were taken to support clarifying the purpose for Felicita's Needs Assessment:
1. EUSD's cabinet members consisting of the superintendent, deputy superintendent, and two assistant superintendents met and discussed the CDE District and School Improvement Division's notification regarding Felicita School's as a Persistently Lowest Achieving School. Cabinet began to develop a Communication Plan to share with all stakeholders
2. EUSD's superintendent and assistant superintendent of Educational Services met with and notified EUSD's 2009-10 Felicita principal of the need for restructuring, reviewed Felicita's CST data from 2003-04 through 2008-09 and the new federal and state program information regarding Persistently Lowest Achieving Schools

3.   EUSD's Superintendent and Assistant Superintendent met with the Felicita staff to review and discuss the identification of Felicita as a "persistently lower-achieving school" and included the following:

- New federal and state program – Persistently Lowest Achieving Schools information including parts of the federal Elementary and Secondary Education Act (ESEA), the American Reinvestment and Recovery Act (ARRA), the School Improvement Grant (SIG), and Senate Bill 1, related to the federal Race to the Top legislation
- Identification of Persistently Lowest-Achieving Schools that was determined by the following:

  o   An average of the last three years' of student proficiency on ELA and Math state assessments
  o   Academic Performance Index (API) growth made in Felicita's last five years (less than 50 API points and less than state goal of 800 points)
  o   Lowest 5% ranking within five different groups of schools

- Presentation and discussion regarding the four intervention models. After learning about the four intervention models, the Felicita staff engaged in a discussion opportunity regarding the models. The staff was charged to further discuss and think about the varied models, recommend the most effective model for Felicita, and communicate through representatives on the Felicita Planning Committee which intervention model the staff considered most suitable.

A communication plan and timeline was developed for the purpose of sharing information regarding Persistently Lowest-Achieving Schools with all of the stakeholders critical to this important process. At the onset of the communication plan, EUSD's Assistant Superintendent of Educational Services presented an overview to EUSD's School Board regarding Felicita School that included the four intervention models. Teachers, parents, students, and community members had an opportunity to provide input and feedback relative to the current status and future of Felicita School. Felicita staff and community members spoke at the School Board meeting sharing insights regarding community and staff feelings and beliefs about Felicita's culture and the four intervention models. Board members asked clarifying questions and agreed that due to the time constraint, having no other schools in Escondido to house Felicita students, and considering the input received from the community and staff members, the Restart Model and School Closure Model were not appropriate choices for the Felicita community.

As part of the communication plan, Felicita's Planning Committee was established. EUSD's superintendent selected two EUSD Board Members to participate on Felicita's Planning Committee. Felicita teachers volunteered using a self-selection process with these suggested parameters: 1) willingness to serve on a team in an open and

transparent process; 2) had the respect of the staff with a sphere of influence; 3) ability to communicate information back to the entire staff, and 4) adhere to confidentiality so there would be an open, candid discovery process. Other stakeholders were chosen to participate as outlined in the next section, *Identifying the Stakeholders*, in order to ensure the committee was well represented and would be able to communicate important information to staff, parents, and community members. Planning Committee meetings were scheduled for April 13, 14, 30, 2010 and May 19, 2010.

2) <u>Identifying the Stakeholders</u>

The Superintendent and Assistant Superintendent of Educational Services developed the Felicita Planning Committee as a collaborative partnership for the purpose of conducting a needs assessments, analyzing results, and/or providing ongoing support in the development and implementation of Felicita's reformation plan.

EUSD's superintendent met with EEEA's (bargaining unit) president at the onset of the process with the intent to initiate a transparent and collaborative intervention process with the teachers' organization. The president served as a representative on the Felicita Planning Team and is working with district leadership to address the collective bargaining agreements that will facilitate teacher selection and operational flexibility of the selected reform model.

An important component of the roles and responsibilities for members of the Planning Committee included attending scheduled meetings that supported collaborative efforts leading to the identification of the most appropriate model for Felicita School. The committee met three times in April and once in May to engage in specific planning and research-based activities and tasks that had the following outcomes:

- To learn and share pertinent information about Felicita
- To gain knowledge about different school reform models that have improved student achievement
- To use key components of successful school reform models to develop the conceptual framework for Felicita's metamorphosis
- To develop a communication plan for the Felicita community
- To give input that will result in recommending an intervention model to the Board of Education no later than Wednesday, April 21, 2010
- Visit Model Sites
- Develop a school reform plan for Felicita

Agendas and minutes for Planning Committee meetings are included in the section of this document as Appendix 3.i.a and Appendix 3.i.b, respectively.

Early in the process, EUSD's superintendent and Cabinet (deputy and assistant superintendents) selected a new principal for Felicita to ensure the newly assigned principal had an integral part in determining the appropriate intervention model and formulating and developing a plan for implementing that model. Several factors were

considered: years of experience, effective instructional leadership, knowledge regarding curriculum, and her passion for children. Besides these considerations, there were additional assets that the new principal would bring to Felicita. These assets are: previous implementation of shared leadership, use of data to make instructional decisions, possession of a reading specialist credential, coaching/mentoring skills of principals and teachers, having high expectations for all students and staff, having a clear mission focused on teaching and learning, frequent monitoring of student progress, establishing a dynamic and creative culture, and positive home, school, and community relationships.

Felicita teachers volunteered to serve as members of the Felicita Planning Committee through a self-selection process. Other stakeholders volunteered and/or were strategically asked to become a part of the committee to ensure a wide range of talent and perspectives were represented throughout the planning process. The Planning Committee had regularly scheduled meetings on April 13, April 14, April 30, and May 19, 2010. The committee is comprised of the following team members:

- Brenda Jones, Facilitator, EUSD Assistant Superintendent of Educational Services
- Tom Borer, Educational Media and Technology, Teacher on Special Assignment
- Zoe Carpenter, EUSD Board Member
- Janet Chrispeels, University Consultant, TIDES, University of California, San Diego
- Julie Fernandez, Felicita 3rd Grade Teacher
- Joan Gardner, EUSD Board President
- Jeanine Gostenhofer, Felicita Speech/Language Pathologist
- Monique Grauer, Felicita 3rd Grade Teacher
- Romero Maratea, EEEA President
- Sarah Martinez, Felicita 3rd Grade Teacher
- Kathy Morris, Rock Springs Principal; 2010-11 Felicita Principal
- Anita Roberts, Felicita Kindergarten Teacher
- Leila Sackfield, Coordinator, Student Learning Support
- Harriet Sibley, Felicita Teacher on Special Assignment
- Beverly Swingle, Felicita 1st Grade Teacher
- Susie VanHouten, Coordinator, BTSA/GATE
- Jennifer Walters, EUSD Superintendent

3) Determining How to Conduct the Needs Assessment and Needs Analysis

Members of the planning committee developed a purposeful systemic process for conducting a Needs Assessment and Analysis to acquire an accurate, thorough picture of the strengths and targeted growth needs for Felicita School. This analysis would help to identify an intervention model that would improve student achievement while also meeting challenging academic standards. The needs assessment and analysis included the following analytical steps:

- Collecting, examining, and sharing information and data with the Felicita staff, students, parents, and community regarding the school-wide need for restructuring
- Identifying a new principal
- Using an appreciative inquiry model to collect and examine school information and student achievement data to record school-wide strengths, wishes, issues, needs and challenges
- Establishing Felicita's Planning Committee – EUSD's Superintendent selected two EUSD Board Members for participating on Felicita's Planning Committee; Interested Felicita teachers were encouraged to participate and used a self selection process which involved volunteering to represent Felicita; district-level administrators who were supporting Felicita during the current 2009-10 school year were asked to participate; Cabinet chose other stakeholders to participate as outlined in *"2: Identifying the Stakeholders"* in order to ensure all identified stakeholders could contribute to the design and support of a reform model, and would also be communicating information with parent and community members
- In addition to the March 11, 2010 School Board Meeting, EUSD's superintendent held two parent meetings at Felicita School to gather information from the Felicita parents and community. The parent/community ideas were reviewed and summarized into categories for analyzing trends and patterns. This data was used to support the development of Felicita's reform plan. The parent report includes input regarding instruction, teachers, programs and facilities, community oriented school, parent education, and parent volunteers. The summary of the parent meeting minutes is organized into the following categories: Regarding Instruction; Related to Teaching; Related to Programs and Facilities; Related to Community Oriented School; Parent Education and Volunteers. A copy of the cumulative minutes/summary is included in the appendix. Four subsequent small-group Felicita parent meetings ensued. These meetings were largely in response to the new principal's teacher selection process for the 2010-11 school year, and the parents' dismay/disappointment that only one-third of the current Felicita teachers would be returning to teach at Felicita in 2010-11. The Superintendent again reviewed the school's low student performance history over the last five years, compared to the achievement levels of similar schools to Felicita. At another meeting of approximately 25 parents, the Superintendent reviewed the teacher selection process and how interview questions and criteria were aligned to the new proposed school plan. Additional Fall parent meetings are planned to share the approved 2010-2013 Felicita plan, and specifically share plan components that were included from parent input meetings, and any parent input not included in the plan, along with rationale for its exclusion. The Felicita parents, Superintendent and new principal agreed to establish a parent restructuring committee in August 2010.
- Analyzing and utilizing data to determine priorities, goals, and basic constructs/foundations that build on strengths and address identified needs
- Use the information collected develop a plan that includes, but is not limited to:

o   Commitment to providing district-level support
o   Gathering data and analyzing to identify high-priorities
o   Creating an action plan to support new leadership in being specific with all stakeholders to clarify roles and responsibilities related to priorities and goals
o   Ensuring that the intervention model chosen will reflect specific strengths and growth goals/needs identified by school personnel and community members
o   Allocating funds and resources in order to implement the plan
o   Developing the School Improvement Grant

4) Instruments Used for Collecting Data

The instruments used for the needs analysis included:

- The Academic Program Survey (APS)
- District Assistance Survey (DAS)
- English Learner Subgroup Self Assessment (ELSSA)
- Longitudinal California Standards Test (CST) data
- Longitudinal Annual Yearly Progress (AYP) data
- Longitudinal California English Language Development Test (CELDT) data

5) Data Analysis

The staff at Felicita School completed the **Academic Program Survey** electronically. The survey asked teachers to rate the implementation status of each of the nine California Essential Program Components. The components are:

- Instructional Program
- Instructional Time
- Pacing Guides
- School Administrator Instructional Leadership Training
- Credentialed Teachers and Professional Learning Opportunities
- Ongoing Instructional Assistance and Support for Teachers
- Student Achievement Monitoring System
- Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by Principal
- Fiscal Support

Teachers were asked how well they believed they implemented each of the nine components with a rating system of:

4- Fully Implemented
3- Substantially Implemented
2- Partially Implemented
1- Minimally implemented

The results of the survey indicated that the teachers rated their implementation of the core ELA program as high with 79% of their implementation as a "4". 54% of the respondents rated their implementation of the ELD program as fully implemented with 29% rating it as a "3". One teacher responded to the Reading Language Arts Intervention Program and rated its implementation as a "4". In the area of Math core implementation 61% of the respondents rated their implementation as a "4" or a "3"; teachers identified themselves as teaching the Math Intensive Intervention Program and rating the implementation at either a "2" or "3".

Most teachers (64%) said that they completed the full 40-hour instructional materials professional development and 80 hour practicum in the area of Reading. This is due to the fact that Felicita School is in their final year of a 6-year Reading First Grant. Eight teachers participated in the mathematics instructional materials professional development with two of those teachers completing the 40 hours and the 80 hour practicum required for full implementation; 64% of the teachers responded that they uniformly received ongoing training in the use of the core materials in ELA and ELD while 64% of the teachers responded that they rarely receive training in the use of the core Mathematics materials.

Teachers reported mixed levels of implementation in the areas of student achievement monitoring. In the area of Reading/Language Arts the largest group of teachers, 32%, rated their implementation as a 3 indicating that they consistently (at least 75% of the time) used a variety of common assessments based on the core adoption to inform practices. 29% of the teachers rated their implementation as a 4, 21% a 2, and 18% rated their implementation as a 1.46%. Teachers rated their implementation of student monitoring systems in mathematics as a 1 indicating that they rarely used common assessments to inform instruction.

The District Assistance Survey (DAS 2)

The District Assistance Survey is a tool designed to assess the level of district support for under-performing schools in the district. Each Program Improvement School is asked to complete the Academic Program Survey (APS) when needed. Summary data from APS results from each school were used to complete the DAS. The DAS surveys district implementation of the following areas:

- Standards-based Curriculum, Instruction and Assessment
- Professional Development
- Human Resources
- Data System/Data Analysis/Ongoing Monitoring
- Parent and Community Involvement
- Fiscal Operations
- Governance/Leadership

Questions from each area ask respondents to rate implementation as:

1- Minimally Implemented
2- Partially Implemented
3- Substantially Implemented
4- Fully Implemented

DAS Analysis

The DAS indicated that the district has implemented the standards-based curriculum. Implementation is strong in the area of Reading Language Arts and weaker in Mathematics. Teachers in program improvement schools have had intensive training on the use of the Reading Language Arts core and intervention materials. In some cases teachers have had up to 7 years of AB472 training. Due to budget cuts and the delayed adoption of Mathematics core materials, many teachers have not had AB472 training on the Mathematics core materials.

In addition core curriculum trainings, a Training of Trainers (TOT) model is used to implement professional development at the district level. Each site leadership team then adapts the trainings to meet the specific needs of their site and presents the professional development at the site level.

In the area of data systems and achievement monitoring, the implementation was rated as fully implemented. The district has two data warehousing systems. The Online Assessment Reporting System (OARS) and Edusoft. OARS is used for storing and analyzing Reading assessment results at Reading First schools. Edusoft is used to store and analyze district benchmark results in the Reading, Mathematics, Writing, and History Social Science. Standardized state assessments such as the CST and CELDT are also stored in Edusoft and teachers can run reports on those assessments. In addition, the district data project specialist produces reports with the results of the CST, CELDT, and benchmark assessments.

While teachers are provided with assessment data, the rating in the area of using and interpreting data to inform classroom instruction was rated as being between partially implemented and substantially implemented as some schools were more advanced than others in using the data to inform instruction.

In the case of Felicita School, all teachers have had extensive training in the core Reading materials and some teachers have been trained in the use of the core Mathematics. All teachers have access to assessment data on the students. Teachers have not spent extensive time analyzing the data to select areas of student need and use the data to make a plan to select common instructional strategies then use common formative assessments to gauge student learning in the identified area of need.

CST Analysis

An analysis of California Standards Test (CST) scores for each grade level over the past 5 years was made. The percent of proficient students in each grade level as well was reviewed to look for patterns of growth in each grade level. Since English Learners and Socio-economically Disadvantaged Students are significant student groups' longitudinal scores were compared by grade level for those groups as well.

Felicita CST ELA Percent Proficient

	2009	2008	2007	2006	2005
2nd Grade	28%	23%	15%	27%	14%
3rd Grade	20%	22%	25%	15%	14%
4th Grade	28%	37%	26%	32%	34%
5th Grade	36%	26%	34%	37%	26%

Felicita CST Math Percent Proficient

	2009	2008	2007	2006	2005
2nd Grade	36%	30%	30%	43%	33%
3rd Grade	21%	26%	39%	28%	38%
4th Grade	30%	45%	27%	47%	40%
5th Grade	41%	27%	33%	34%	23%

Felicita CST English Learner ELA Percent Proficient

	2009	2008	2007	2006	2005
2nd Grade	25%	16%	13%	20%	9%
3rd Grade	12%	20%	17%	15%	10%
4th Grade	25%	34%	23%	28%	25%
5th Grade	16%	18%	17%	10%	10%

Felicita CST English Leaner Math Percent Proficient

	2009	2008	2007	2006	2005
2nd Grade	32%	25%	29%	34%	29%
3rd Grade	12%	24%	30%	28%	34%
4th Grade	29%	42%	27%	47%	34%
5th Grade	20%	19%	16%	14%	9%

Felicita CST SES ELA Percent Proficient

	2009	2008	2007	2006	2005
2nd Grade	24%	20%	13%	22%	11%
3rd Grade	20%	22%	21%	14%	13%
4th Grade	27%	37%	23%	31%	29%
5th Grade	33%	22%	28%	33%	26%

Felicita CST SES Math Percent Proficient

	2009	2008	2007	2006	2005
2nd Grade	31%	28%	28%	38%	29%
3rd Grade	19%	27%	36%	27%	34%
4th Grade	30%	43%	26%	45%	36%
5th Grade	38%	24%	30%	31%	22%

CST - English Language Arts

In Grades 2 and 3 the CST scores have been very inconsistent for the last 5 years showing no sustained growth. Scores have gone up and down each year. The percent proficient in each of these grades remained at 28% or below during that time. Grades 4 and 5 have also remained inconsistent with no sustained growth. The percent proficient at 4th or 5th grade has remained at 37% or below which is well below the 2008-09 AYP target of 46.0%

English learner students have shown similar "seesaw" type growth. Results in the area of Reading Language Arts are especially low with no grade level having more than 25% proficient in 2009. While all but one grade level showed growth from 2005 to 2009, that growth was inconsistent. The percent proficient at each grade level often went up or down by 10 or more percentage points each year. This data shows little evidence of a consistent strategy implemented to sustain growth.

CST - Math

The percentage of students scoring proficient or above on the Math CST was consistently higher than the results in English Language Arts. While the results were higher in Math, the percent proficient at each grade level went up and then down the next year. 2nd and 5th grade increased the number of proficient students from 2005 to 2009. The number of students in 2nd grade scoring at proficient or advanced increased by 3% points while 5th grade increased by 18%. 3rd grade has gone up and down. However in 2005, 38% of 3rd grade students were proficient or advanced. In 2009 only 21% of 3rd grade students scored proficient or advanced. In 2005, 40% of 4th grade students scored at proficient or advanced and in 2009 30% scored proficient or advanced.

English learner students at each grade level showed results that mirrored the results of the whole group with scores going up and down. The difference between the scores each year was not as much as it was the whole group. 5th grade was the only grade level that showed sustained growth for English Learners from 2005 to 2009, going from 9% to 20% proficient or advanced.

Adequate Yearly Progress (AYP) Analysis

AYP scores for ELA and Math at Felicita School were compared for the past 5 years. Percentages for all student groups were compared to look for longitudinal growth and to analyze any gaps that existed for any of the student groups. Refer to AYP growth charts at the end of this section as Appendix 3.i.c.

Felicita School has not met the AYP benchmarks in ELA or Math for any of its student groups for the past two years. Felicita School's AYP reached a peak in the 2005-2006. In the 2006-2007 school year AYP scores went down for both ELA and Math overall and in all significant subgroups. The percent of students at advanced or proficient in ELA and Math on the CST has not yet reached the benchmark attained in the 2006-2007 school year. Of particular concern is the English Learner student group with an AYP in ELA of 22.9%, which was less than half of the benchmark expectation of 46%. The same group had an AYP in Math of 27.5%, which is significantly lower than the benchmark expectation of 47.5%.

CELDT

English Learner data from Felicita was analyzed based on AMAO Objectives 1 and 2. The following areas were studied:

- Number of English Learners by CELDT Proficiency Level
- Percent of EL students making annual progress in learning English per CA AMAO criteria
- Percent of EL students meeting the English proficiency benchmark per CA AMAO criteria
- Percent of students meeting growth target by proficiency level
  CELDT growth data was based on matched cohort data.

Grade	CELDT 1	CELDT 2	CELDT 3	CELDT 4	CELDT 5
Kindergarten	42	26	14	4	1
Gr 1	5	23	45	19	4
Gr 2	16	23	34	19	2
Gr 3	5	30	36	26	7
Gr 4	6	22	27	18	4
Gr 5	1	3	33	22	13

79% of the students at Felicita are English learners. The largest group of English learners is at CELDT levels 2 and 3.

The percent of English Learners making progress in learning English (AMAO 1) and the percent of students attaining English proficiency (AMAO 2) were analyzed in the ELSSA. Since English learner subgroup progress on the CST was addressed in the analysis of the CST and AYP, it was not analyzed when looking at the ELSSA. AMAO 1

and AMAO 2 information from the ELSSA were compared to the same objectives for Felicita School.

District ELSSA DATA

AMAO 1 :Percent of EL Students Making Annual Progress in Learning English				
	2005-06	2006-07	2007-08	2008-09
Target	52.0%	48.7%	50.1%	51.6%
Percent Meeting Target	60.8%	57.2%	61.6%	59.2%
Was Target Met? (Y/N)	YES	YES	YES	YES

Felicita AMAO 1 Data

AMAO 1 :Percent of EL Students Making Annual Progress in Learning English				
	2005-06	2006-07	2007-08	2008-09
Target	52.0%	48.7%	50.1%	51.6%
Percent Meeting Target	56.8%	55.2%	61.8%	50.4%
Was Target Met? (Y/N)	YES	YES	YES	NO

The percentage of English learner students that made annual progress in learning English at Felicita has been inconsistent in much the same way the CST scores have been. The percentage of students meeting the growth goal has gone up one year, and then down the next year. While the percentage of students that met the goal peaked in 2007/2008, the percentage of students that met the growth goal in 2008-2009 was significantly lower than the 2005-2006 scores. The 2008/2009 ELSSA data indicates the percentage of students district-wide that met the AMAO 1 criteria for making annual progress is much higher than the percentage at Felicita with a difference of nearly 9 percentage points.

District ELSSA DATA

AMAO 2: Percent of EL Students Attaining English Proficiency				
	2005-06	2006-07	2007-08	2008-09
Target	31.4%	27.2%	28.9%	30.6%
Percent Meeting Target	38.6%	36.4%	38.9%	37.6%
Was Target Met? (Y/N)	YES	YES	YES	YES

Felicita AMAO 2 DATA

AMAO 2: Percent of EL Students Attaining English Proficiency				
	2005-06	2006-07	2007-08	2008-09
Target	31.4%	27.2%	28.9%	30.6%
Percent Meeting Target	32.5%	38%	44.1%	29.3%
Was Target Met? (Y/N)	YES	YES	YES	NO

The percent of English learner students that attained proficiency has also varied significantly with each passing year. Of particular concern is the fact that the percentage of students attaining English proficiency dropped from a high of 44.1% in the 2007-2008

school year to 29.3% in the 2008-2009 school year. This percentage was 8.3% less than the district-wide percentage.

EUSD Annual Elementary Overall CELDT Growth
Percentage of Students Meeting CELDT Growth Based on 2008 to 2009 CELDT Scores

School	Level 1			Level 2			Level 3			Level 4			Level 5			Totals		
	BEL	MET	Total	BEL	MET	Total	BEL	MET	Total	BEL	MET	Total	BEL	Met	Total	BEL	MET	Total
	16	78	94	50	60	110	122	73	195	14	58	72	0	8	8	202	277	479
Felicita	17%	83%	100%	45%	55%	100%	63%	37%	100%	19%	81%	100%	0%	100%	100%	42%	58%	100%

KEY	BEL = Below Growth Target	Met = Met Growth Target
	Growth Goal: CELDT Levels 1-3 = A minimum of 1 CELDT Level growth per year	
	CELDT Levels 4-5 = Maintenance at Level 4 or 5 with a minimum of CELDT Level 3 on all subtests	

EUSD Annual Elementary Overall CELDT Growth
Percentage of Students Meeting CELDT Growth Based on 2007 to 2008 CELDT Scores

School	Level 1			Level 2			Level 3			Level 4			Level 5			Totals		
	BEL	MET	Total	BEL	MET	Total	BEL	MET	Total	BEL	MET	Total	BEL	Met	Total	BEL	MET	Total
	21	74	95	40	76	116	112	85	197	19	66	85	2	12	14	194	313	507
Felicita	22%	78%	100%	34%	66%	100%	57%	43%	100%	22%	78%	100%	14%	86%	100%	38%	62%	100%

KEY	BEL = Below Growth Target	Met = Met Growth Target
	Growth Goal: CELDT Levels 1-3 = A minimum of 1 CELDT Level growth per year	
	CELDT Levels 4-5 = Maintenance at Level 4 or 5 with a minimum of CELDT Level 3 on all subtests	

EUSD Annual Elementary Overall CELDT Growth
Percentage of Students Meeting CELDT Growth Based on 2006 to 2007 CELDT Scores

School	Level 1			Level 2			Level 3			Level 4			Level 5			Totals		
	BEL	MET	Total	BEL	MET	Total	BEL	MET	Total	BEL	MET	Total	BEL	Met	Total	BEL	MET	Total
	20	77	97	60	83	143	127	85	212	44	14	58	2	1	3	223	290	513
Felicita	21%	79%	100%	42%	58%	100%	60%	40%	100%	24%	76%	100%	67%	33%	100%	43%	57%	100%
KEY	BEL = Below Growth Target								Met = Met Growth Target									
Growth Goal: CELDT Levels 1-3 = A minimum of 1 CELDT Level growth per year CELDT Levels 4-5 = Maintenance at Level 4 or 5 with a minimum of CELDT Level 3 on all subtests																		

One of the EUSD board focus goals is that 75% of all English Learners will move one or more levels on the CELDT each year. Felicita has not met this goal in the last 3 years. The percentage of students meeting the goal went from 57% to 62% in 2008/2009 then decreased to 57% in 2009/2010. The data shows that less than 45% of students scoring at a CELDT Level 3 have met the growth goal in the last 3 years.

Single Plan for Student Achievement (SPSA)

Felicita's school site council, staff, and district leadership have analyzed the academic performance of all students and has considered the effectiveness of the instructional program for students relative to API and AYP growth targets. As a result, the following school goals and related actions relative to the SPSA to raise the academic performance of student groups were adopted. Safe Harbor student growth goals were set for the 2009-10 school year:

English Language Arts
The goal is to minimally meet the Safe Harbor goal for the next two years, the number of second through fifth grade students proficient in ELA will increase from 27.3% to 34.6% as measured by the 2009-10 CST and will meet the necessary percentage for Safe Harbor in 2010-11.
Math
The goal is to minimally meet the Safe Harbor goal for the next two years, the number of second through fifth grade students proficient in Math will increase from 31.9% to 38.7% as measured by the 2009-10 CST and will meet the necessary percentage for Safe Harbor in 2010-11.

6) Using Data Results

The underlying assumption for school improvement efforts is that student learning can and should improve on a continuous basis. Teachers and administrators must continually reflect on the structures of our system and focus our efforts on teaching and learning. Students come to Felicita to learn, and to find exciting challenges and new understandings. Reflecting on teachers' identified strengths at Felicita, as well as the data described in this section indicate that in spite of good intentions, students at Felicita have not achieved consistent results that show continuous improvement. The data indicates students are making inadequate growth. Pivotal to increased student achievement is providing students with rigorous relevant work, best first instruction, informed decisions based on data, and a plan to do things differently to meet the diverse needs of students in each classroom every day. The school improvement process can help teachers and leaders evaluate the effectiveness of common teaching strategies and techniques on student learning as the staff cognitively plans together, utilizing core curriculum and supplemental resources in each of the grade levels. Most importantly, formative assessment should be infused into everyday teaching practices. Implementing the use of formative assessments has not been a consistent part of Felicita's culture. Engaging in data driven dialogue as the student data is examined,

will support teachers in adjusting instruction, renewing teaching plans, and working continuously to improve student achievement results. The more frequent use of data analysis will also support all teachers in providing a rapid response to student intervention that address targeted areas of identified learning needs.

Using data to improve learning for all students is critical to the success of effective teaching and student achievement at Felicita School. Focusing on data analysis to improve student achievement will positively impact teacher and student efficacy as teachers and administrators collaboratively work together in Felicita's Professional Learning Community. For site and grade level professional learning community teams' effectiveness, it will be critical for Felicita to develop a strong instructional leadership team that will communicate back to teachers ongoing findings concerning relevant data, in order to reflect and make instructional adjustments meet the varied needs of the students. Components in Felicita's reform plan that will support improvement includes but is not limited to:

- Use current standards-aligned curriculum materials and district pacing guides. Adhere to required ELA minutes for instructional time. Fully implement EUSD's power standards, use data to identify learning targets, differentiation, and intervention; hold PLC members accountable for using standards-aligned materials, collecting data, and working collaboratively toward team agreements for common assessments and analyzing student work
- Consistently collect data; data patterns reveal strengths and weaknesses in the teaching/learning system and provides excellent direction for teachers; collect data that will tell teachers the impact of the strategies being used
- Through collaborative reflection, analyze the data and understand when to stay the course and when to make instructional changes
- Refine strategies in teaching to meet the needs of all learners at Felicita
- Work collaboratively to refine pacing and extra support for students who need re-teaching; ensure instructional time, inside and outside the classroom, is sanctioned and used effectively (e.g. core curriculum areas per student and teacher input; field trips linked to core learning experiences; effective and meaningful homework that supports a skill, concept, idea, being taught, etc.)
- Build rapport and trust with leadership and colleagues; valuing expertise and self assessment of one's own teaching; feeling confident in developing trusting relationships where teachers are comfortable identifying strengths and professional growth needs and discussing those needs with curriculum specialists, colleagues, and leaders in order to continue building one's own capacity in professional development and growth – ultimately impacting student learning and achievement
- Create an evaluation system based on specific criteria that considers methods of instruction, experience, subject-matter knowledge, and adherence to full implementation of the requirements of the reform model; and job embedded professional development.

- Make data driven decisions that support:
  o Focused site-based professional development; all professional development is designed as an improvement strategy that addresses documented problems and/or needs, and builds professional knowledge and skills for teachers
  o Budget allocations to programs based on data
  o Staff assignments based on skills needed as indicated by the data
  o Goal setting based on data (MAP)
  o Staff meetings that focus on strategies and issues raised by Felicita's data (continuing to build capacity at Felicita)
  o Grading systems based on common criteria for student performance that reports progress on the standards as well as specific grade level skills
  o Instructional leadership team meetings that focus on measured progress toward data-based improvement goals (continuing to build capacity)

- Organized factual reports for the community regarding the learning progress of students
- Regular parent communication regarding the progress of their children

Alignment to the North Inland Head Start Collaborative

EUSD's Coordinator for Preschools will create a more extensive partnership with Felicita School to engage at-risk preschool age children in EUSD's preschool program. This will support a smooth transition for preschool students into Kindergarten. The coordinator and Felicita's principal will work with teachers, parents, and the community to recruit students who qualify for preschool experiences under the guidelines of this grant.

The program design of the North Inland Head Start Collaborative (NIHSC) program meets the unique needs of each community and the key elements of the Improving Head Start for School Readiness Act. All NIHSC partners value the importance of supporting the whole child by the provision of quality services and promoting parents as the child's most important and significant teacher. Each family's needs will be assessed and an individual family partnership agreement designed to ensure that health, educational, nutritional, social, and other areas are addressed.

The program design for Escondido ensures that the school readiness of each child is substantially enhanced and children (and families) are encouraged to reach their full potential. By providing comprehensive services to all family members, impacts of the program will follow the family beyond their child's enrollment in Head Start.

The NIHSC promotes a child's readiness for school through:

- Ongoing recruitment efforts to locate and serve children at most risk including low-income, homeless, foster children, children with identified or suspected disabilities, and those at risk for abuse or neglect,

- Providing high quality and comprehensive child development programs
- Identifying and providing interventions for the environmental factors (i.e. homelessness) and health needs that put children at risk
- Providing self-sufficiency tools to families, and
- Collaborating with community service providers will allow the program to maximize resources and opportunities for families.

By supporting the community, parents, and schools to work together, this collaborative has the ability to customize case management services to the level of services families and children need. A priority will be made on identifying and recruiting children at most risk, inclusion of children with special needs, involving the range of community partners and schools to offer resources and programs to families, and providing a link to kindergarten at elementary schools.

The NIHSC is committed to promote the school readiness of the most at risk children by providing comprehensive and high quality educational and developmental services. Center based services will focus on the child's cognitive, social, and emotional development in a learning environment that supports their growth in language, literacy, mathematics, science, social and emotional functioning, creative arts, physical skills, and approaches to learning.

Children in the community of Escondido will have a choice to attend center based Head Start classes at one of four sites. Each site is located in regions of Escondido with high populations of low-income families, and includes two elementary school sites. Two of the sites are currently Head Start centers, licensed by the State of California for preschool age children. EUSD proposes to add additional classes at two elementary school sites that are in the highest poverty areas. Because the lack of transportation was cited as a barrier in accessing early childhood services, the sites are located within walking distance of six of the highest need elementary school sites (Lincoln, Farr, Pioneer**, Felicita**, Rose, and Conway). The new classrooms at the new sites will be renovated to improve bathrooms, and Head Start children will be able to share the playground areas currently used by State Preschool, meeting all licensing and safety requirements. EUSD is committed to continue to place additional classes at other high need elementary school sites to increase the ability for parents to bring their child to Head Start while they drop off older siblings at the same site.

Table 6. Escondido Program sites and Options					
Center Name Street Address	Days/Hours of Operation	Home Visits	No. of classes	Service Options	Funded Slots
Option A					
Felicita 835 W. 15th	163/3.5	2	6	Center Based: Part Day	120
Hickory 635 N. Hickory St.	163/3.5	2	8	Center Based; Part Day	160
Lincoln Elementary 1029 Broadway St.	163/3.5	2	4	Center Based; Part Day	80
Rose Elementary 906 N. Rose St.	163/3.5	2	2	Center Based; Part Day	40

Option B					
Felicita 835 W. 15th	2 days a week/3.5	16 annual	4	Combination—2 days/week class	64
Hickory 635 N. Hickory St.	2 days a week/3.5	16 annual	4	Combination—2 days/week class	64
Total			28*		528

*classes may increase to 30 depending on class size 20/17

Option A: A center-based program with part-day sessions (3.5 hours per day), 5 days a week, for 163 days per year. This option includes home visitations, conducted by classroom teachers, a minimum of twice a year for each child. The total number of children estimated to be served with this option is 400.

Option B. A Combination Program, two-days per week, combined with home-based services (Head Start Program Option 1306.31) will also be offered. The program will offer part-day center-based Head Start sessions (3.5 hours per day) twice a week for a total of 64 days per year and a home-based visitation program, which includes two home visits per month (or 16 teacher home visits per year). The total number of part-day children estimated to be served is 120.

This combination of options is based upon current wait lists for five day a week and twice a week programs. This allows families a choice in program options and allows for flexibility for children, especially those with special needs to have access to inclusion opportunities outside of their special education services. In addition, it will enable the program to serve more children with Monday/Wednesday or Tuesday/Thursday classes.

In collaboration with the Escondido Union School District's State Preschool program, extended day services for approximately 60 children will be offered at sites where State Preschool classes are also offered (Hickory Center, **Felicita** and Lincoln School schools) for working families that have no other extended day care options.

The curricula will ensure that all children will receive a high quality, developmentally appropriate educational program that is consistent with the Head Start Performance Standards and aligned with Head Start Child Outcomes Framework. The program will utilize scientifically based strategies and curricula, including the High Scope Cognitively Oriented Curriculum and supplemental program *Let's Begin with the Letter People*. *Let's Begin with the Letter People* is a comprehensive, research- and standards-based program for the preschool age classroom. It is developmentally appropriate and thematically organized, providing explicit teaching instructions for every hour of every Head Start day, ensuring success in literacy and across all content areas**.**

Developmentally and linguistically appropriate, the curricula recognizes that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds and learning styles. It promotes school readiness in the developmental areas of socio-emotional, fine and gross motor, oral language, physical health and nutrition. The curriculum is designed to be accessible to children with varying levels of abilities, cultural backgrounds, prior knowledge, and English proficiency. To ensure alignment with state-funded preschool programs, the curricula is also aligned to the California Preschool Learning Foundations.

Daily learning activities will be informed by teacher analysis and assessment of individual and group needs, as well as curriculum pacing guides. Staff will support child initiated interests and facilitate children's active engagement by providing a physical environment that includes a variety of interest areas or centers, open ended materials/manipulatives, as well as a wealth of literacy and print materials.

Teachers will utilize a varied repertoire of instructional strategies to accommodate different ways individual children learn. Teaching practices emphasis sound child development principles about how children grow and learn and incorporates strategies such as guided instruction and discovery strategies, use of informational text, inquiry and investigation, differentiation and re-teaching.

All classrooms will create a nurturing environment that welcomes children and their families into the classroom. Teachers will work closely with parents to ensure that family's traditions and cultural values are honored and respected.

A portion of each day will be spent supporting children's play as they interact in a variety of interest centers. During center time, children will make a plan and engage in child guided explorative play of his or her choosing. The classroom space will be arranged for interest centers including dramatic play, blocks, library, computer, math and science, fine motor (including small manipulatives and puzzles), writing center and art.

Felicita School looks forward to an exciting partnership with EUSD's preschool program that will further support the Felicita learning community. Felicita's principal will also be collaborating with Pupil Services through the CARE Youth Project. The CARE Youth Project will strengthen linkages and partnerships to create a safer and healthier community. They will focus support on strengthening families, Parent University, Peace Patrol, and professional development as Felicita's principal, leadership and staff begin the school reform process.

Alignment to EUSD's iRead Program – Mobile Learning in Hand

For the past four years, EUSD has piloted the use of mobile learning devices (MLDs) in traditional classrooms to improve student mastery of California's educational standards, as measured by high-quality assessments. The preliminary data from EUSD's pilot programs using mobile learning devices is extremely promising for diverse students, since their use appears to be associated with dramatically improved student engagement and student achievement. These results have broad implications within Escondido and throughout the country as indicated by research.

EUSD has developed "power standards" for each grade level in all content areas - Math, ELA, Science and H/SS - which provide the academic destination for each grade level. We have established related formative assessments. The MLD contributes a new kind of high-quality assessment to the mix. By their very nature, these devices have exciting potential to enrich how we assess student achievement and student engagement. Far surpassing how we tend to think of technology as "tools," **iRead/Mobile Learning in Hand** is an innovative program that actually creates a different learning environment, which has many advantages over past approaches as we address student needs and prepare them for success in a globalized world economy.

EUSD's **iRead/Mobile Learning in Hand** program is an exceptional response to unmet student needs in our district and represents an innovative approach, which has not been widely adopted yet, but will become a part of Felicita's school reform plan through implementation of their iLearn program. The program that will be duplicated at Felicita has clear goals and strategies based on four years of designing, piloting and evaluating preliminary results. Preliminary data from the NWEA MAPS assessment at one of Escondido's inner city schools, Central, whose student population is much like Felicita's student population, showed almost twice the level (6.56 points) of typical growth (4 points) among those students who participated in EUSD's *Mobile Learning in Hand* pilot program this year. This program has the potential for not only addressing chronic problems in student achievement, as measured in assessments, but also much broader measures of engagement in learning for students and teachers alike. **Mobile Learning in Hand/iRead** enhances the current standards-based learning environment, making it far more accessible and effective for students, teachers, and by extension, districts.

In order to implement this program, Felicita School requires a completely upgraded network infrastructure to handle the proposed 1:1 iPod initiative.

The existing network infrastructure is presently over eight years old with scattered wireless coverage. To implement a proper 1:1 wireless solution, newer network switching and managed wireless devices are needed. The new network would have the capacity and throughput that could allow our students to utilize the iPods as needed. Without this upgrade we would be putting the implementation at risk of failure due to the connectivity problems we would encounter with such a quantity of devices.

Alignment to other EUSD Programs
EUSD has six elementary schools that have been a part of a six-year **Reading First** Grant, and includes Felicita School. Over the past six years, all teachers and the principal at Felicita School have had multiple opportunities to attend SB472 (previously AB466) and AB430 (previously AB 75), respectively. The principal, Reading First Coach, and twenty out of twenty two K-3 teachers completed 100% of the ELA training. Two third grade teachers who participated in a job share attended two trainings each. Seven out of seven 4-5 teachers, one ELD teacher, one SAI teacher, and one speech teacher also completed training in ELA and Math, reflecting 100% of 4-5 teachers' participation in ELA and Math professional development. Other professional development resources EUSD has provided have included supporting teachers through the use of content coaches, developing and working in professional learning communities, research based strategies to improve English Learner instruction, and increasing teacher and principal knowledge of assessment through professional development.

Felicita's new leadership is committed to continuing research-based best instructional practices that will support student learning and student achievement as well as support in building capacity with high quality teachers. Correlates from the Reading First Program that support Felicita's reform process and district focus areas will be maintained. A focus on professional development that will specifically provide differentiated instructional opportunities will be maintained as it was through the Universal Access component in the Reading First Program, but will be extended through ongoing job-embedded professional development. As Felicita transitions from Reading First, important remnants of Reading First that will contribute to Felicita's reform efforts are:

- Building on and maintaining a strong reading and language arts culture
- Utilizing Houghton Mifflin Medallion core English Language Arts materials, sanctioned instructional time, and HM Medallion curriculum pacing guides
- Using data to engage in data driven dialogue, discussions, and cognitive instructional planning
- Providing differentiated instructional opportunities based on identified student needs through data mining activities
- Focusing on targeted interventions; building capacity through responding to instruction and interventions

- Building a collaborative culture throughout Felicita – developing professional learning communities at each grade level as a part of Felicita School's Professional Learning Community
- Engaging in and implementing specific targeted instruction and project based learning through Felicita's continuing site-based job embedded professional development opportunities
- Continuing cognitive planning

Effective 2010 - 2011, Felicita School will transition from using SCOE assessments to using NWEA's Measures of Academic Progress (MAP) in all K – 5 classrooms. This transition will support Felicita's plan for using assessments to provide detailed, actionable data about each student on their unique learning path. Professional development for using MAP will support building teacher capacity to understand each student's academic level to help each student excel. Professional development for MAP will also support student goal setting as students become self-directed, motivated, responsible learners. Felicita teachers will have more flexibility in using supplemental materials to support differentiated instruction than previously allowed under the Reading First Program.

Felicita's Planning Committee acknowledged that never before has there been a greater recognition of the importance of professional development for teachers at Felicita School in order to implement the desired reform that will impact student learning and student achievement. Proposals to reform, restructure, or transform schools emphasize professional development as the primary vehicle in efforts to bring about needed change (Guskey, 1994). With this increased emphasis comes heightened awareness about the quality and effectiveness of professional development in being able to facilitate systemic change in education. To meet the goals of reform at Felicita, teachers are willing to make changes that entail much more than learning new teaching techniques. The changes that will facilitate more effective instructional practices form the core of what it means to teach and learn. Felicita leadership recognizes that in order to accomplish restructuring goals, the following areas of identified professional development needs will support new learning and achievement for all students:

- Providing more time for job-embedded professional development
- Maintaining Professional Learning Communities in support of implementing project based learning and the integration of technology such as using a 1:1 ratio of students and iPods/mobile learning devices
- Using varied forms of assessments (entry level, monitoring/formative, and summative) as part of instructional planning and delivery
- Using assessment data to inform instructional decisions and plan for instructional next steps
- Providing differentiated instruction for all levels of students
- Implementing effective instructional practices relative to cultural proficiency, children of poverty, and second language learners

Reflecting on past practices, past experiences, and identifying staff needs through varied components of Felicita's needs analysis and data analysis, will support the new Felicita leadership team and staff as they engage in implementing the Turnaround Model that will set the compass for continuous improvement.

Response to Instruction and Intervention (RtI^2)
The new principal will introduce key elements of the Response to Instruction and Intervention Model (RtI^2) that were previously part of a pilot at three of the EUSD elementary schools during the three-year DAIT pilot. Established professional development, grade level collaborative discussions, and data inquiry processes are a part of the three-tier model. The model supports the consistent delivery of the core program, differentiated instruction, development of individual intervention plans to address learning deficits identified through the use of data, and outlines a specific plan for targeted instruction using SMART Goals, to ensure a more rapid response to any deficit in a student's learning. Felicita staff will implement this school-wide system for the first time, to support student success through the use of established academic and behavioral systems reflected in the tiers. In addition to the core, this three-tier model will provide all students with early systemic, strategic, research-based intervention. Each student's progress will be monitored regularly so teachers will have the information in order to adjust the instruction, as well as, adjust the individual student's learning plan as needed. The content specialists, along with the Data Intervention and Student Asset specialists described earlier in this application, will be key to increased success of students using this model. The approach is designed to be preventive and proactive. Inherent to the design is that the majority of students' academic needs can and will be met in the first level of the three tiers. If the needs are not met in Tier 1 or Tier 2, then Tier 3 requires more time for intensive individual instruction, an intervention reserved for those students whose assessment data is showing a continued lack of response to instruction. The new Felicita staff will have district and administrative support to effectively implement the RtI^2 Model. The new staff's commitment to their belief and philosophy that all students can learn is essential to improving student learning. The new staff is also committed to ensuring that Felicita's staff will collaboratively plan effective Tier 1 instruction, will implement a strong intervention system, will frequently monitor progress through the use of frequent formative assessments, and Felicita's teaching and learning community will create an environment of shared responsibility to ensure that 100% of the students are achieving at a high level.

Felicita's RtI^2 model will include:

- Access to Core curriculum for all students
- Best first teaching strategies including:
  - Pre-teaching strategies used prior to lesson implementation
  - Re-teaching opportunities provided, based on student outcomes
  - Ample opportunity for guided practice of skills taught
  - Appropriate levels of scaffolding as students learn new skills
- Increased learning time for identified at risk students
- Intensive instruction that is systematic and explicit

- Use research-based supplemental materials that are targeted to a specific and identified learning deficit (provided in addition to the core)
- Monitoring of student progress over small periods of time
- Planning for the adjustment of instruction based on data
- Providing descriptive feedback to students on their performance in relation to established learning targets and goals

Conclusion

Educational reform requires teachers not only to update their professional and instructional knowledge and skills, but also requires a transformation in the roles of teachers, students, and the school community. The process for identifying and analyzing specific needs supports Felicita's Turnaround Model as it establishes new expectations for students, teachers, and the school community that some educators may not be prepared to meet. Job-embedded professional development is a key tool that will support Felicita teachers and instructional leaders in meeting current needs, as well as keeping abreast of current issues in education, implementing innovations, and refining instructional practices. As Felicita's staff engages in systemic reform, the staff will discover the relationship between their plan for systemic change and job-embedded professional development. Teachers at Felicita School will continue to learn and grow professionally. Effective collaboration through Professional Learning Communities will support individual and organizational growth, as well as school improvement, ultimately impacting student learning and student achievement. Engaging in data driven dialogue as student data is examined will support teachers in differentiating instruction, responding to instruction and interventions, and working continuously to improve student achievement results. Using data to provide differentiated instruction based on 21st century learning skills for Felicita's diverse student population is critical to the success of effective teaching and student learning. The varied assessment tools used to complete Felicita's needs assessment and needs analysis to understand current and future needs of Felicita's students, parents, and teachers was essential to the restructuring process. After a variety of stakeholders were able to analyze multiple types of Felicita's data, stakeholders clarified how the school and community are changing, identified what challenges Felicita faces, and identified the types of educational resources, innovation, and expertise is needed in order to meet the diverse needs of Felicita's students.

It is clear that Felicita's student learning centered school will demand a great commitment from teachers and administrators, and will also demand more varied and sophisticated applications of teaching knowledge and skills. When the Felicita instructional community and stakeholders engage in identified reform efforts using the Turnaround Model, it will be critical for all stakeholders to utilize and analyze data in order to evaluate the effectiveness of achieving Felicita's SMART goals, that are based on identified priorities and the basic constructs of Felicita's plan, and will build on strengths and address the specific needs as outlined in Felicita's Needs Analysis.

Felicita's Constructs for its reform model is provided at the end of this section as Appendix 3.i.e.

ii. Selection of Intervention Models

After review of the information shared in three teleconferences and review of the draft grant process, the Superintendent and Assistant Superintendent of Educational Services structured a collaborative process that involved input from all stakeholders. The first layer of this process was the solicitation and selection of people within the school district that would serve in a representative capacity as Felicita and EUSD began this transparent discussion district wide. The members of the planning team are listed in Section i.

The Assistant Superintendent of Educational Services organized three full days of meetings to give in-depth study and discussion regarding data on student achievement at Felicita on student achievement, studying school reform models in California and other states, the four intervention models, and the development of a communication plan. Based on the discussion, at the end of the three days of meetings, this group identified two models that they felt would allow Felicita the opportunity to go through a positive metamorphosis.

The selection process involved the planning committee thoroughly reviewing and discussing all the data from the Needs Analysis and the four possible intervention models. When the Felicita planning team reviewed the APS, longitudinal CST, AYP, and CELDT student data, the information reviewed helped to formulate a data profile of Felicita. Some general observations of this data reflection follow:

- Demographic data indicates that 79% of the students are English Learners and 98% are from low-income homes. In the last five years there has been an 18.2% decrease in socio-economically disadvantaged students.
- CST data is inconsistent and to a large degree stagnant in both ELA and Math.
- Even though the proficiency rate for math is slightly higher than ELA, the percent proficient at each grade level shows no sustained growth.
- For the past five years there has been no sustained growth. The data appears to "seesaw". Up one year, down the next.
- Students in grades 2-5 are well below the projected annual AYP for 08-09; without showing any sustained growth, it has produced a cumulative decline.
- The percentage of English Learners has remained relatively the same over the last five years.
- English Learner proficiency rate in ELA is 22.9% and Math is 27.5%, which is significantly lower than the NCLB benchmark expectation of 46% and 47.5% respectively.
- English Learner results for 2009 show no grade level having more than 25% proficient.
- The CELDT data shows that English Learners making annual progress in learning English shows inconsistent growth in much the same way as the CST scores.
- The APS response to full implementation of the core ELA and Math curriculum

showed 64% of the teachers felt they received ongoing professional development for ELA and 64% indicated that they rarely received training in the core Math curriculum.

- Mixed data regarding the implementation in the areas of student achievement monitoring in math. 46% of the teachers indicated they rarely used common assessments to inform instruction.
- 40% of the teachers rated the implementation of student achievement monitoring in ELA as a 1, indicating they rarely used common assessments to inform instruction.

The DAS indicates that the district has substantially implemented the standards-based curriculum with ELA implementation being strong and Math weaker in its implementation. With this emphasis, some Felicita teachers have had extensive training in the core ELA, and some have been trained in Math. Through Edusoft, the district's data management system, all Felicita teachers have access to assessment data on students but have not spent much time analyzing the results in order to respond effectively and efficiently to the needs of their student population.

EUSD has a curriculum-embedded assessment system that monitors student achievement through the use of common assessments at designated windows of time. The general observations already cited in this section, along with the more detailed analysis in Section i, provided enough information for the Felicita planning team to look in-depth at the Turnaround and Transformational Models. The required activities of either model necessitated the district to hold substantive conversations with all shareholders regarding the current status of student achievement at Felicita and to discuss the PSLA labeling of the school as an opportunity for a metamorphosis. With the required activities of each model, there is also the strong possibility for additional funding due to of the sense of urgency that such a label creates. The Design Model for Instructional Improvement used by the planning team also provided a conceptual framework for the plan that incorporates using data to inform instruction, as well as, focusing on the patterns of student learning, instructional management and practices and the overall program design. The design incorporates comprehensive instructional reform strategies. Either model could significantly change the staff but this was a requirement of the Turnaround Model. It requires that no more than 50% of the school's staff remain at the site. From the beginning, conversations with the planning team and with the Felicita staff, it was always shared that with either the Turnaround Model or the Transformation Model a significant number of teachers would probably not return to Felicita. This change of personnel could happen from recommendations by the new principal to the Assistant Superintendent of Human Resources, or from voluntary transfers. This forecast became a fact. Using selection criteria, the new principal selected only 30% of the teachers. A total of 10 teachers from the current teaching staff will remain. Felicita must have the most qualified teachers who will maximize instructional time each and every day. It is then that students who are English Learners and students from low-income families will have a fighting chance to break the cycle of poverty and its effects. In the late 90's a study showed that the most effective teacher had an average positive effect of 53 percentile points on the lowest achieving students,

followed by the positive effect on average students, and then considerably less effect on the above average students. The most effective teachers have the greatest impact on the lowest achieving students. (**Sanders & Rivers, 1996**)   Teacher selection is critical to the success of transforming Felicita School, indeed, all schools. After assignment of the best teachers to Felicita, this plan will provide teachers new opportunities to develop and increase teacher and school leader effectiveness through ongoing high-quality job-embedded professional development.

The superintendent is committed to providing Felicita with teachers who understand and are dedicated to the task of helping all students learn. To meet the goal of increasing student achievement, the superintendent had expressed at several different public forums with teachers and parents, that there would be staff changes.

With the support and guidance from the Superintendent and Assistant Superintendent of Human Resources and Educational Services, the new principal developed a criteria rubric that aligned with the basic constructs that had been adopted by the Felicita Planning Team. Based on the ratings and other considerations assigned after the interview, the principal decided to keep or to recommend reassignment. (See Addendum) As a result of this screening process, only ten classroom teachers out of thirty-six classroom teachers were selected to remain at Felicita. A short recruiting video, produced from the student voice perspective was shown at all twenty-three sites so that all teachers would hear just enough to spark their interest. Frequently Asked Questions (FAQs) and all other available information is posted on the EUSD website. The new principal scheduled several morning and afternoon "meet and greet" sessions. At these 30-minute meetings, interested teachers toured the campus, chatted with the new principal, listened to a brief PowerPoint, and asked questions.

One important goal of the planning team was to provide students with increased learning time. This will be accomplished through an enrichment program offered after school that will focus on students acquiring knowledge and skills through project based learning. Interdisciplinary project-based learning will be an excellent vehicle to provide students with learning activities that incorporate science, technology, engineering and math (STEM). Infusing also the use of low cost iPods and its applications throughout the students' day will help boost achievement and excite students about reading, writing, and math in all content areas.

In order for the increased learning time after school to effectively impact student achievement, these learning opportunities must be considered through an enrichment mind-set vs. remedial. **(Jensen, 2009**) This enrichment approach maintains coherency between the district and Felicita, due in part, to the direction already established by its forward thinking Superintendent and Board of Trustees regarding innovation and personalized learning stated in EUSD's current Board Focus Goals. Felicita's new team will be expected to incorporate an enrichment mind-set. The current direction of EUSD is to provide opportunities for innovation, equip students with 21st century skills and use technology across all content areas to support student learning. EUSD already provides professional development opportunities for staff to acquire knowledge and skills about

project-based learning and how to use technology to support innovative and creative approaches for student engagement and increased learning. Felicita will be given priority status for the next three years to build the skills of the teachers in project-based learning and technology, supporting student learning. The EUSD Board Focus Goals along with the implementation of a coherent and cohesive systemic structure for continuous improvement in place, provide support to the Felicita plan in a way that will only complement the ongoing-targeted instructional focus of the district and the site. EUSD's current foci on implementing power standards, learning targets, powerful instructional practices, data to inform instruction, professional learning communities, reading comprehension as the instructional focus and using informative assessments to adjust instruction are structures within the system that promote continuous improvement. This existing direction of EUSD supported either selection of the Transformation or Turnaround Models for Felicita.

Before the selection of one model, all models were shared with the entire Board of Trustees on several different occasions through board presentations, written updates and phone conversations from the superintendent. The superintendent scheduled three meetings with Felicita parents to explain in detail the meaning of the identification, "persistently low-achieving school" , the communication process for input (appreciative inquiry model) about their thoughts, feelings, hopes, concerns, and questions. Parents were able to share positive stories and experiences about Felicita along with suggestions for areas of improvement.

The Superintendent and Assistant Superintendent of Educational Services met at least five times with the entire Felicita staff to provide information about the school's notification as a "persistently low-achieving school", the district's process for addressing this label, and to provide updates. From the onset, EUSD's superintendent shared the district's desire for transparency and open communication.

The transformation model was collaboratively selected based on input from all of the shareholders and the analysis of the data. The request for approval of this recommendation was given to the Board on April 29, 2010. Since that request other activities have transpired. The Deputy Superintendent of Human Resources met with the Escondido Elementary Educators Association (EEEA) to negotiate a side letter of agreement for Felicita to implement the following requirements associated with the Transformational Model: increased learning time for students which increased the school day by 40 minutes for both students and teachers, incentive pay and the teacher evaluation system. The negotiation session held on Tuesday, May 19 was unsuccessful. It appears there will not be an agreement before the required date for submission. Therefore, at the cabinet (Superintendent, Assistant Superintendents and Director of Accounting) meeting on Monday, May 24, 2010 the decision was made pending no additional successful negotiations for the Transformation Model, to adopt the Turnaround Model and recommend this model to the Board of Trustees at the next schedule Board meeting, Wednesday, May 26, 2010. The Superintendent made individual phone calls to board members to brief them regarding the activities.

The two models under strong consideration were the Turnaround Model and the Transformation Model. Even though there has been a change in which model will be implemented, Escondido Union School District and Felicita will still address producing change in the four important areas of the Transformation Model (1) Building teacher and leader capacity (2) Using the best research based practices to build a comprehensive delivery of instruction (3) Providing extended learning time and opportunities for students (4) Providing operational flexibility.

Additionally, the district-wide systemic structures for continuous improvement complement the Turnaround Model. The district's current goals and direction will greatly contribute to and support the sustainability of these reforms at Felicita.

The school board never seriously considered the School Closure model, and said so publicly, early in the process. This was due to the historical significance of this school to the entire Escondido community. The student population of approximately 700 students could not be distributed to other higher-achieving schools due to the unavailability of classrooms and also due to current teacher reductions. Escondido Union has had no bus transportation for regular education students since the late 80's, making it impossible to transport this number of students to other parts of the city. The School Closure model was cost prohibitive and counter to the underlying foundation of our district's philosophy of community- oriented neighborhood school concept.

The review of the models and details about the district-wide conversations conducted with all stakeholders has been thoroughly outlined in Section I, Section II, and in the Addendum. Development of timelines, distribution of resources and modification of schedules were all completed to comply with the guidelines.

Such an encompassing collaborative process was time sensitive and organizationally challenging in many ways, but it validated the power and potential of human capital. It was important to the Superintendent that this process was "intentional", well thought-out, and directed from an appreciative inquiry process. The carefully crafted process supported the Superintendent's desire to use this process as a possible pilot model for transforming other under-performing schools within the district.

The following chart provides a summary of the overall needs and how these needs will be addressed.

Summary of Overall Needs and Proposed Interventions

Need	Proposed Intervention
Use student data to inform instruction	- Subject Area Specialists - Data Intervention Specialist - Turn Around Coordinator - Collaboration time for teachers within the school day
Improve and/or strengthen the content knowledge and skills of the teaching staff	Three Subject Area Specialists - Technology - Language Arts/Social Studies - Math/Science Turn Around Coordinator
Implement the ELA and Math curriculum by all teachers to provide highly engaging, differentiated instruction	Three Subject Area Specialists - Technology - Language Arts/Social Studies - Math/Science Turn Around Coordinator
Support for ongoing conversations and implementation of research-based instructional practices to improve reading comprehension across all content areas	- Job-embedded professional development - Two-three hours per week for collaboration - Student Asset Specialist
Reduce class size to increase more opportunity for small group and individualized instruction	Three class-size reduction teachers
Differentiated Instruction	Job-embedded professional development, i.e. use of technology, cross-curricular project-based learning
Increase learning time for students	- Extra hours allocation - Job-embedded professional development, i.e. use of technology, cross-curricular project-based learning
1:1 iPod initiative	Job-embedded professional development to integrate Mobile Learning Devices in the classroom to support student learning
Use of technology to support standards based curriculum	- Train teachers in using the iPod as a tool to help students access the core and acquire 21st century skills - Train teachers in the use of digital video to support curriculum standards - Train teachers to use digital audio tools to improve reading processes

Summary of Overall Needs and Proposed Interventions

Need	Proposed Intervention
Engage parents in effective ways to support student learning	- Parent Restructuring committee - Scheduled updates about student achievement - Incentive iPod Loan Program - Parent Education - Parent Volunteer coordinator - Parent Liaison
Formulate and Implement Design-based Instructional Improvement Model	Implement a Logic Model with these four basic components: - Program Design - Patterns of Instructional Management - Patterns of student Learning - Patterns of Instructional Practice Identification of the four Basic Constructs defined by the Logic Model

iii. Demonstration of Capacity to Implement the Turn Around Model

The Escondido Union School District is committed to coordinating all district and site improvement efforts to ensure that our Tier I school (Felicita School) will become a high achieving school. The district will ensure that systemic structures and support systems are in place to support the following:

- Replace the principal and grant the new principal sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully and effectively a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.
- Use locally –adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, to screen all existing staff and rehire no more than 50 percent, and select new staff.
- Implement such strategies as (1) financial incentives, (2) increased opportunities for promotion and career growth, and (3) more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in the turnaround school.
- Provide staff ongoing, high-quality, job embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
- Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA, hire a "turnaround " who reports directly to the LEA, or enter into a multi-year contract with the LEA.
- Use data to identify and implement and instructional program this is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards. This includes English –Language arts and mathematics core and intensive intervention programs that are SBE-adopted (2001 or later in Kindergarten-grade eighth and standards aligned core and intervention instructional materials in grades nine-twelve.
- Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
- Establish schedules and implement strategies that provide increased learning time
- Provide appropriate social-emotional and community-oriented services and supports for students.

A.   Replace the principal
The new principal has been identified for Felicita School (Tier I) and she has participated as an active member of the Felicita planning team. The new principal is completing her tenth year as a principal in the Escondido Union School District. She is recognized as a strong leader and will be completing her

EdD in a joint program between the University of California San Diego and California State University San Marcos at the end of 2010. She is well versed in educational reform strategies: Effective Schools for the 21st Century by Lezott, Edmonds and Chrispeels, Understanding by Design by Wiggins and McTighe, and School-wide Positive Behavior Support Intervention by Sugai are examples. In addition, she has first hand experience implementing Response to Instruction and Intervention (RtI^2) strategies at her current school, one of the three RtI pilot schools in the district. Now in anticipation of the implementation of the Turnaround Model at Felicita School, she will implement RtI^2.

The district supported Felicita's new principal's transition by immediately providing release time for her from her current school in order to meet with Felicita's current principal, staff, students and parents beginning in April 2010. She completed classroom walk-throughs, interviews with students, and interviews with teachers. She has participated fully as a member of the Felicita planning team, consulted with an outside university consultant (critical friend), and collaborated with district administrators in writing the School Improvement Grant.

B. **Use of locally- adopted competencies to measure the effectiveness of staff that can work within the turnaround environment to meet the needs of students, to screen all existing staff and rehire no more than 50 percent, and select new staff.**

In addition to the above activities, the new principal has begun the process of teacher selection for the 2010-11 school year. She conducted multiple classroom visits to observe all current staff for varying lengths of time and met individually with all teachers who indicated a desire to continue at the school. It is significant to note that the principal was given full flexibility in teacher selection to ensure that the 2010-11 teaching staff at Felicita School has demonstrated instructional effectiveness, strong commitment to this reform effort, a sincere belief in the ability of all students to achieve at high levels, and a collaborative, flexible, and enthusiastic attitude toward serving on Felicita's teaching team. Her selection process resulted in the selection of less than 50% of the current staff. The stated selection criteria guarantees not only the highest quality teaching staff from the onset, but also an exceptional potential for continuous growth through the extensive professional development opportunities that are central to this reform effort.

C. **Implement such strategies as (1) financial incentives, (2) increased opportunities for promotion and career growth, and (3) more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in the turnaround school.**

With the support of the Superintendent, Deputy Superintendent of Human Resources, Assistant Superintendent of Educational Services, the new Felicita

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principal, Felicita's Planning Team, and the district technology department, a plan was established to recruit and retain staff with the skills necessary to meet the needs of Felicita students. Through open, honest discussions with teachers about the expectations for Felicita teachers under the Turnaround Model, teachers had an opportunity to realistically consider the challenges and rewards that are a part of a Felicita assignment.

The recruitment plan began with full consideration of all current Felicita staff members who expressed an interest in continuing at the school.

Recruitment efforts outside of Felicita school include the creation of a special website that shares the exciting opportunities that the project will offer for professional growth, innovative technology l, and a description of how the literal transformation will occur. The website offers information about the school, the Turnaround Model requirements, the 1:1 iPod initiative, Frequently Asked Questions, and other project details. It also includes a promotional recruitment video, which via the website will be disseminated to over 900 district teachers. Frequently asked questions will address teacher incentives, extensive professional development, leadership opportunities, financial incentives for members of the leadership team and flexible schedules for all teachers that ensure the increased ability for collaboration.

The Professional Learning Community (PLC) structure that is now institutionalized throughout the district, including at Felicita School, will support the requirement to identify and reward effective teachers. Frequent, ongoing collaborative grade level discussions about instructional strategies and student achievement data, the collaborative development of formative assessments, and opportunities to showcase student achievement successes will abound in the normal operation of Felicita School's weekly PLC meetings. Teachers will have continual opportunities to learn from each other, and to receive validation, support and acknowledgement from colleagues as they share instructional experiences.

There will also be regular whole-staff opportunities to examine student achievement data, highlight effective instructional strategies, and to examine instructional interventions that have produced positive results. Grade levels and individual teachers will be recognized for increasing student achievement. As teachers demonstrate capacity to produce student growth, they will experience increased flexibility and opportunities to exercise their creativity via extended leadership opportunities, professional development, and support in expanding their use of technology across the curriculum. This will include opportunities to visit other schools and districts that are implementing effective research based instructional practices and producing high achievement results, as well as attendance at strategically selected educational conferences such as the Computer Using Educators (CUE) that is held in California each year.

The nature of the recruitment effort, and the open, honest discussion of professional qualities and commitment required for the project can only result in attracting dedicated, talented staff who will not only contribute tremendously to the reform effort, but also personally, profit from the many opportunities for creativity, professional growth, participation in an innovative technological environment, and a chance to make a true difference in the lives of Felicita's children. Tangible rewards coupled with the financial incentives, including extra hour pay for summer professional development, serving as a member of the leadership team, teaching after-school classes and summer school, will not only assist with recruiting, but also with retaining highly qualified, dedicated teachers who are thirsty for new learning and new experiences.

In summary:

At the completion of the recruitment process, the new Felicita principal will use established criteria to select staff, not exceeding more than 50 percent of the existing staff to form a new Felicita education community. Felicita will have a diverse and dynamic staff, which has agreed to the concepts of the new mission and vision set forth in the Felicita School Constructs and Foundational Principles, which include the belief that all children can learn at high levels. The principal will establish her leadership and grade level teams and choose individuals to fill the positions of content specialists, as well as, the Student Asset Specialist. Powerful professional development opportunities will be continuously provided with the support of a strong principal leader, Turn Around Coordinator, subject area specialists, professional development consultants and current EUSD staff. All of these structures will contribute to the development of and increase of teacher and school leader effectiveness.

D.   **Provide staff ongoing, high-quality, job embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.**

Subject specific pedagogy from subject experts

Teachers at Felicita School will have daily access to teacher specialists who can coach and support them in the areas of English Language Arts and Social Studies, Math and Science, Technology, databased instructional planning and intervention, effective strategies for English Learners, and student behavioral strategies. The effectiveness of these subject experts will be enhanced by the fact that they will have the opportunity to teach, and therefore to personally work with and get to know every student in the school as they rotate through a daily schedule of direct instruction at every grade level as part of the plan to increase teacher's professional development and collaboration time. Not only will the specialists bring content expertise to the teachers, but they will also accumulate

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insights that are specific to the needs and personalities of the students. This will greatly impact the specialists' ability to collaborate with teachers and support them in improving and refining their instructional practice. In addition to participating in the teaching rotation, (which will allow grade level teams to be released for team collaboration time), subject experts will conduct classroom observations, conference with teachers, model instruction, assist with the development and review of formative assessments, assist teachers and grade levels with lesson study and planning differentiated lessons, and deliver professional development workshops. The activities of the specialists will be overseen, coordinated, and coached by the Turn Around Coordinator. The district's existing coaches' "log" system will facilitate monitoring and supporting the specialists to maximize the effectiveness of their service. This powerful model of ongoing, job-embedded professional development is destined to produce dramatic increases in student achievement.

Differentiated Instruction

The 2010-11 school year initiates district staff development focused on instructional differentiation based on English Language proficiency level. Through this entirely district-funded initiative, representatives from Felicita's kindergarten through third grade teachers will collaborate with other teachers in lesson planning sessions, and coaching activities as part of the implementation of the Side-by-Side program. Side by Side, developed by the San Diego County Office of Education, and now implemented in a variety of districts throughout California, provides alignment of English Language Arts, English Language Development, and Spanish Language Arts content standards, and establishes a system for effectively addressing those standards by differentiating instruction according to the English proficiency level of the students. Felicita's K-3 representatives will attend the Side by Side professional development activities and through grade level collaboration activities, lead and incorporate those differentiation strategies into lesson planning and formative assessment development. The project's English Language Arts/Social Studies specialist and the English Language Development Facilitator will be available for ongoing, site coaching of Side by Side.

An additional professional development opportunity focusing on differentiation ensures all Felicita teachers will be trained in WRITE. The WRITE Institute's approach to teaching writing to English learners began as a Title VII project several years ago, and has since been disseminated nationally, since it has been proven statistically to positively impact English learners' reading and writing proficiencies. The English Language Acquisition Facilitator at Felicita, one of the six content specialists, is a certified WRITE Institute Trainer and a Nationally Certified teacher. Not only will Felicita teachers have the benefit of WRITE training, but also access to daily follow-up coaching by this expert trainer. The expense to the project is minimal because the trainer is already on staff, and the professional development will be offered during the two-week start

up staff development and already scheduled release time throughout the year. The only significant expense will be the cost of the literature books required for implementation, which will be provided for in the first year of the project's budget.

One additional component that will further teachers' abilities to engage in collaboration and differentiation is the requirement to plan differentiated lesson in the grade level action plans in the school's Single Plan for Student Achievement (SPSA). As grade level teams collaboratively plan and implement their action plans, regular guided practice of differentiated instruction will occur.

Teacher Collaboration

As in the last three years, the Escondido Union School District will continue its focus on developing effective Professional Learning Communities. This will be evident by numerous district-sponsored opportunities to improve teachers' collaboration. In addition, the Felicita reform effort will begin its first year with a two-day inservice on "Data-Driven Dialogue", presented by Laura Lipton, the author of the book entitled *Data-Driven Dialogue*. Through this professional development and continued book study throughout the year, teachers will become empowered to have open dialogue and feel confident in the analysis of student performance data.

Developing a Deeper Understanding of the Felicita Community

Felicita's current full-time parent liaison and part time parent volunteer coordinator positions will continue to be funded by site categorical funds for the next three years. Both parent involvement staff members will work closely with the Turn Around Coordinator and Student Asset Specialist to expand the involvement of parents and community in Felicita School. The Student Asset Specialist will present and/or organize professional development on the culture of the community and of Felicita's families, and on effective communication strategies, for teachers and parents. The Student Asset Specialist, in collaboration with the parent liaison, will support teachers and parents in formulating and implementing behavioral interventions. A major responsibility of the Student Asset Specialist will be to assist all of Felicita's staff with developing a deeper understanding of the Felicita community, and most importantly, equip them with strategies for working collaboratively with the students and parents. The project's provision of a full-time staff member who can support the school and community in this way is strong evidence of the school's desire to build a culture that supports continuous improvement.

Technology as a Professional Development Focus

EUSD's iRead program is an exceptional response to unmet student needs in our district and represents an innovative approach, which has not been widely

adopted yet, but will become a part of Felicita's reform plan through implementation of Felicita's iLearn program. The program that will be replicated at Felicita has clear goals and strategies based on four years of designing, piloting and evaluating preliminary results. Preliminary data from the NWEA MAP assessment at one of Escondido's inner city schools, Central, whose student population is much like Felicita's student population, showed almost twice the level (6.56 points) of typical growth (4 points) among those students who participated in EUSD's *Mobile Learning in Hand* pilot program this year. This program has the potential for not only addressing chronic problems in student achievement, as measured by assessments, but also much broader measures of engagement in learning for students and teachers alike. *Mobile Learning in Hand* enhances the current standards-based learning environment, making it far more accessible and effective for students, teachers, and by extension, districts.

In support of implementing an innovative program at Felicita, professional development in the broad and deep area of technology will begin with sessions on using iPods as an instructional tool during the two-week start up session prior to the beginning of the 2010-11 school year. This will be the first session of a yearlong professional development plan that will be implemented with the assistance of district level technology coaches and Felicita's Technology Specialist. The Turn Around Coordinator will coordinate all activities and ongoing embedded support throughout the project period. The SIG project is directly responsible for the site's capacity to begin a 1:1 iPod initiative. In addition to the Technology Specialist, the project funding is also increasing time allotment of the school computer technician from 20%, or 1 day a week, to full time on site. The first year budget will provide for purchasing approximately half of the iPods. The principal and Turn Around Coordinator will oversee the initial and ongoing professional development that will be job embedded throughout the year. The Technology Specialist will offer training sessions and coaching throughout the year. The computer lab technician will be available full time to support teachers and students in technological adventures that range from implementing MAP, the computer based assessment system, to everyday instruction in the computer lab.

Intensive Start-Up Staff Development

All staff will return to work two weeks in advance of the regular school year in order to participate in intensive professional development specifically designed to support the reform effort's objective of increasing student achievement. This two-week session provides the principal and leadership team the ability to facilitate team-building opportunities, establish operational systems, as well as, routines and procedures that will support a community-oriented environment that is safe, positive and orderly, where students are expected to learn at high levels.

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The first year's two-week start up session is already in the planning stage. Professional development activities will include, but not be limited to, the following:

- Introductory activities including orientation to the Felicita reform vision and objectives
- Team building activities
- Data-Driven Dialogue presented by Laura Lipton
- WRITE Institute
- Extensive technology training for iPod use, classroom management of technology instruction, routines for care and maintenance of the iPods, cross-curricular integration strategies for integrating iPod instruction, and more.

Ongoing Professional Development, Job-Embedded Professional Development Throughout the Year

As with any professional development plan, one of the most critical requirements is time – time for training, time for practice, time for coaching, time for collaboration, time for developing formative assessments, time for analyzing assessment results, and time for reflection. A major strength of the Felicita plan is that it provides the time for professional development. An obvious feature is the two-week start up professional development session that is over and above any that is provided to other teachers within the district. In addition, creative scheduling will provide teachers a minimum of two to three hours per week for grade level collaboration and/or ongoing job-embedded professional development. There is also a weekly early release day that will positively impact professional development time, as well.

A second strength of the project design is that the additional personnel provided by the SIG funding, produces a team of people, not only with expertise, but also with time to provide ongoing, job-embedded support. This begins with the principal, directly supported by the Turn Around Coordinator. By coordinating the details of the project activities, and by assuming responsibility for the many evaluation requirements of the grant, the Turn-Around Coordinator is, in effect, providing time for the principal, expert educator and teacher coach, to closely monitor and assist teachers with a more rapid response to instructional needs of students. In addition, the Turn Around Coordinator will be able to assist the principal with monitoring instruction, conferencing with teachers, and supporting them in rapidly responding to changes that need to be made in instruction to support students' learning.

With two full-time administrative supporters, and six content specialists easily accessible, Felicita teachers' opportunities for ongoing, job-embedded professional development are infinite. The potential of this project to positively impact student achievement is unlimited.

E. **Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA, hire a "turnaround " who reports directly to the LEA, or enter into a multi-year contract with the LEA.**

In support of the Turnaround model at Felicita School, an Alternative Governance Team will oversee the implementation of the plan and progress at Felicita. The Governance Team will consist of the following: Assistant Superintendent of Educational Services, Educational Services Coordinator, Technology and Media district representative, TIDES educational consultant, and others if needed. It will be the primary responsibility of this governance team to partner with Felicita to ensure academic achievement for all students. It will oversee the operational flexibility that has been granted to Felicita while at the same time requiring school level accountability. This team will serve as an important communication link to the Superintendent and Cabinet. For example it would report site visits and/or or professional development activities and the evidence of such in the implementation of instructional practices in the classroom. Reviewing student data at scheduled intervals with the Superintendent and Cabinet would also be a key responsibility to maintain a laser-like focus on increased student achievement at Felicita.

The entire Alternative Governance Team will visit the school a minimum of four times each year (quarterly), and the team or designee will meet monthly with the principal, Turn Around Coordinator, and/or instructional leadership team. This governance team will support specific reform initiatives including accountability components and monitoring of student achievement data. Quarterly site visits will be for the purpose of maintaining clear communication and a clear focus on student achievement progress and program reform efforts. At each visit to the site the team will meet with the principal and Turn Around Coordinator. Since The Turn Around Coordinator is responsible for submitting SIG quarterly and year-end accountability reports, this information will be shared as a part of the quarterly visits. Between visits the principal and Turn Around Coordinator will continue to report directly to the Assistant Superintendent of Educational Services.

Felicita's Turn Around Coordinator will provide ongoing technical assistance to Felicita School. The support from the coordinator will focus on the continued and ongoing assessment of performance and operations in order to effect changes in the course of action so there is a more immediate response to efficiently and effectively impact student learning. The responsibilities of the Coordinator will be to support and monitor the implementation of all strategies and activities outlined in this grant; facilitate the diagnostic processes such as a self or coaching assessment to maintain targeted reflective conversations about the instructional focus and rigorous annual goal setting, and to communicate the specific needs and/or barriers of the school in obtaining the rigorous annual goals.

During the time between sites visits conducted by the Governance team one of the responsibilities of the Turn Around Coordinator will be to continue classroom visits to ensure that staff instructional agreements are fully implemented. This consistency of implementation will unite the staff toward increasing student achievement. The Turn Around Coordinator also oversees the reporting and accountability requirements of the grant and assists in aligning all resources with the intervention. The Coordinator will also be responsible for submission of the annual accountability data and any other data requests from the state, evaluate the effectiveness of the improvement strategies to impact student achievement, and review the performance of the Felicita School on the applicable nine leading indicators: number of instructional minutes, student participation rate on state assessments in reading/language arts and mathematics and by student groups, student attendance rate, discipline incidents, truants, distribution of teachers by performance level on the EUSD's teacher evaluation systems and teacher attendance rate.

The alternative governance team, Felicita administrators and coaches will continue to monitor the instructional program in the following ways: classroom walk-throughs, collegial conversations, frequent and ongoing needs assessments, teacher evaluation system. These various site structures will be supported through the leadership of the new principal, technical assistance from TIDES, guidance from EUSD staff and other experts. The implementation of these supports will provide the rapid response called for to improve student achievement.

F.   **Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as, aligned with California's adopted academic standards. This includes English –Language arts and mathematics core and intensive intervention programs that are SBE-adopted (2001 or later) in Kindergarten-grade eighth and standards aligned core and intervention instructional materials in grades nine-twelve.**

The Felicita Planning Team collaboratively engaged in a vigorous study of Felicita data, successful reform models, and conversation and reflection that resulted in the completion of a design model for instructional improvement at Felicita School. Information from the Needs Assessment was used to complete this design model. It aligns well to the activities of the Turnaround model. Key considerations to this instructional improvement model are the instructional agreements made by staff. These agreements signal an overall commitment of the staff to implement what lesson plans, strategies, and interventions collaboratively discussed. It also indicates their willingness to use research-based practices to improve student achievement. Implementation of this logic model design will show evidence of implementation through instructional practices via student academic behavior. A synthesis of the outcomes from the Felicita logic model design follows on the next two pages.

Felicita's Logic Model of Designed-based Instructional Improvement

Program Design	Patterns of Instructional Management in schools
- Focused mission statement - choice - commitment - Whole child oriented - Operational flexibility (autonomy) - High expectations - Strong collaborative culture - Strong leadership - accountability - participative - School environment - cultural achievement - safe, positive, orderly - Assessment Plan - strategic - continuous monitoring - use of data/feedback - Systemic immediate response - Focused instructional time blocks - Purposeful and strategic partnerships - parent - community - collaboration - Use of technology - integration through curriculum - throughout every classroom - computer lab is additional - Standards-based Instruction	- Transparent and collaborative leadership - student work - lesson design - learning targets - common assessments - reflection/collective inquiry - Schoolwide foundation of strong, positive, orderly instructional management in every classroom - scheduling - structure of rules - protocol setting norms - Instructional support - instructional aides - specialists (art, PE, etc.) - Shared leadership - Election to work agreement - extended day - collective agreements - Operational flexibility - budget - schedule - Collaboration - focus on problem solving/solutions - Data driven decision making - instruction - intervention - Instructional consistency - observable - Peer support and feedback - learning - student behaviors

Patterns of Student Learning in schools	Patterns of Instructional Practice in schools
• Students are expected to: o think critically o defend/justify what they know o to reflect o to inquire o work hard • Increased engagement • Students understand that they have control over their own learning o feedback • Engaged in rigorous relevant work • Students work will reflect higher order thinking o analysis o synthesis o compare/contrast • Student collaboration • Students are able to articulate and write about their learning • Students possess presentation skills o defend their learning o Students access appropriate technology tools to enhance their learning	• Mindful practices o independence/interdependence o mindfulness o voice o imagination o inquiry • High expectations for ALL • Meaningful formative assessments o MAPS (K-5) ▪ students take ownership of learning through goal setting o aligned with curriculum o collaboratively reviewed • Focused and purposeful, time management is totally separate • Focus on writing o journal/reflective o non-fiction o portfolios o X content o frequent • Critical thinking o making meaning o thematic/integrated o real world • Writing across the curriculum • Frequent formative assessment • Collaborative analysis of student work • Student empowerment • Learning principles • Marzano's Big 9 • Technology across the curriculum

Currently, Escondido Union School district has systemic structures for continuous improvement in place. One important aspect of this system is to have well-established goals that guide the conversation and instructional work throughout the district. SBE core materials in Language Arts (HM Medallion) as well as an SBE approved intensive intervention program (High Point), and SBE approved Math (Harcourt) will be used with fidelity in every classroom.

The commitment to coordinate efforts and implement comprehensive instructional reform strategies is evidenced in several of the Escondido Union School District Board of Education focus goals which reads: (1) All adults will work in high-performing collaborative teams at district level, department & grade level, school level, and teacher level. (2) Equal student access to a personalized, balanced and challenging curriculum. Teamwork will ensure coherent instructional and behavioral programs to improve student achievement and student-to-student connections. The Escondido Union School District's commitment to improve academic achievement was reinforced when Principal on Special Assignment was multi-funded for the past two years through Program Improvement, Title II and Title III funds to provide:

- Technical assistance in meeting the requirements for program improvement
- Executive coaching to all Program Improvement School principals
  Professional development to support the district-wide focus areas, Comprehension, Collaboration, and Capacity building
- Facilitation of walk-throughs, grade level and leadership team collaboration in the development of a Single Plan for Student Achievement (SPSA), and grade level action planning
- Coordination of external support systems, e.g. San Diego County Office of Education, Regional Coaches, outside professional development consultants.

For the past three years there has been a goal and formalized process to ensure the continued development and capacity of Professional Learning Communities. (Eaker, DuFour, DuFour) The goal of EUSD is to incorporate the practice of reviewing data around these four questions. The Felicita new teachers' collaboration process will address these four questions:

- What do we want our students to learn?
- How do we know when they have learned it?
- What will do when they have learned?
- What will we do when they haven't learned?

The needs analysis calls for Felicita's newly formed team to consistently recall and address these four questions. Each grade level will have a clear understanding and agreement regarding what all students need to learn

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because this work will have been done collaboratively. Through assessments teachers will know what students have learned and will respond appropriately if students have not learned. In the past at Felicita there was not a strong collaborative environment that would require consistent ways to address the four questions.

The focus on these four questions has assisted in developing and increasing teacher and school leader effectiveness across the district. These four questions also assist in building a coherent system focused on all students learning. The new Felicita staff will have important structures in place that support the implementation of an instructional program that is research-based and vertically-aligned from one grade to the next, as well as aligned with California's adopted academic standards. The district has demonstrated a commitment to have general and special education teachers participate in SB472 trainings which provides teachers with information to effectively use State Board of Education approved materials that are based on California academic standards.

To strengthen the district's standard based curriculum focus, resources were allocated for the identification of Power Standards. These power standards were decided through a collaborative process involving all teachers in the district. All sites had representatives attend professional development that lead to the identification of student friendly learning targets (Marzano, Reeves, Stiggins, Ainsworth) that "chunk" essential learnings for mastery of grade level concepts.

The district has adopted ten Principles of Learning that are the powerful instructional practices (Wiggins and McTighe) that should be a part of the lesson planning and instructional delivery throughout all classrooms in EUSD. The systemic structures of EUSD will provide the foundation.

Other activities at the site that support a strong, well-aligned instructional program includes problem-based learning, increased time for collaboration and ongoing relationship and staff development provided by a "critical friend", Transformation and Inquiry Design for Effective Schools and Systems (TIDES) group. The focus of the professional development will include strategies for developing the capacity of the leadership team. Other professional development provided will include lesson study, project/problem-based learning, powerful instructional practice using learning principles, use of common formative assessments and analysis of student work products.

In addition, selected staff members will be provided extensive on site and district sponsored professional development designed to assist teachers in meeting the needs of English Language Learners with the support of an expert from the San Diego County Office of Education, (Silvia Reyes), using the document, *Side By Side* to address the California English Language Arts content standards by levels of language proficiency at each grade level. This classroom tool will support the

facilitation of cognitive planning and differentiation of the English Language Arts Standards for English Learners, as well as affirm that all students have access and opportunity to learn and achieve the same rigorous content standards regardless of the language of instruction.

An English language arts facilitator as well as an intervention specialist will assist in developing the capacity of the classroom teachers to implement the use of the strategies learned through the professional development activities. In addition the one technology expert, two content experts, (Language Arts/ History Social Studies and Math/Science) and a Student Asset Specialist will support teachers, students and parents.

The above structures will support a strong vertically aligned instructional program that is research-based.

G. Promote the continuous use of student data (such as from formative and interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of the individual students.

The use of student data to identify and implement a highly effective instructional program that is research-based and vertically aligned from one grade to the next with the content standards is also an area supported by the district. For the past four years EUSD has invested significant resources to provide professional development district-wide through the use of a Trainer of Trainers(TOT) model. Current resources support site based staff development for understanding the purpose and use of assessment, i.e. formative assessments. A better understanding of assessments by all classroom teachers will promote both the collaborative use of student data to inform instruction and assist in better planning to meet the individual needs of students. Both objectives support the requirements of the Turnaround model.

The district currently supports all schools by providing a data management system (Edusoft). It is a standards based assessment tool that enables the collection and analysis of student performance data so that it can be used to improve classroom instruction and student performance. This tool is used to assist with the administering of benchmark as well as formative assessments, allows teachers and administrators rapid results and provides information in the form of easy to access and use reports that provide valuable data to teachers and administrators. Formal Collegial Conversations are scheduled a minimum of three times a year. These are collaborative conversations that occur between principals and teachers that assist grade level teams in evaluating student progress relative to grade level standards. The data also assists in planning, implementing and evaluating the instructional program at the school and in each individual classroom.

In addition the district supports an early release day once a week to provide sites additional collaboration time. This time is used for data analysis, staff development, grade level cognitive planning, and the development of individual student intervention plans. The district supports a research and assessment project specialist position. This person monitors all district assessment data, provides extensive reports to district administrators for use in monitoring all programs and for communications to the Board of Education and the public. The program specialist provides schools' assessment data reports every trimester for use in grade level and site level analysis and conversations. The assessment project specialist provides staff development in the area of assessment and accountability and the use of data.

Felicita currently uses the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) Test in grades 4 and 5 and will expand its use to include K-3 in the 2010-11 school year. This tool includes a computerized adapted assessment that individualizes assessment questions to match each student's specific academic level. This information is used to guide instructional decisions, form intervention groups and to help teachers make adjustments to the instructional program. The identification of grade level, classroom and individual student goal setting based on the assessment data provided by MAP assists with meeting the needs of all students and assists students in being able to be reflective, self-directed and responsible for their own learning.

H. Establish schedules and implement strategies that provide increased learning time.

The establishment of EUSD's Professional Learning Communities district -wide enables all members of each school's community to work collaboratively, make informed decisions regarding the use of human and fiscal resources as well as how to maximize instructional time.

The Felicita staff has been given ever-greater flexibility in determining the instructional day to include full day kindergarten. As a part of this grant 12 At-Will teachers will provide intensive intervention during the regular school day, as well as, be the providers for the increased learning time opportunities before and/or after school, for an additional hour a day, each day of the week.

I. Provide appropriate social-emotional and community-oriented services and supports for students.

Student attendance boundaries in the Escondido Union School district are developed using the concept of community-oriented neighborhood schools. Because the students attend a school in close proximity to their homes the district is better able to support programs that meet the needs of the individual families that reside in a particular neighborhood and provide them easy access to those resources. The district also has well-established community partnerships

with the Escondido Police department, The City of Escondido, The Boys and Girls Club, YMCA, Palomar Pomerado Health Care, California State University San Marcos as well as numerous civic and faith-based organizations. The collaborative services provided by these partnerships include school liaison officers, crossing guards, before and after school childcare which includes a designated time for academic support, counseling services, tutoring and parent education services related to both academic as well as health and welfare issues and teacher training. These relationships also include joint financing for the use of facilities and programs.

The district also provides each site with funds to support a Parent Liaisons position. This person operates as the contact point at each site and assists in the coordination and sustainability of many of the community- based activities that occur at the site. In addition the Parent Liaison works collaboratively with site administrators and teachers to promote two-way communication and parent involvement/parent education, supports the effectiveness of parent advisory groups with an emphasis on the English Language Advisory Committee and also coordinates an annual needs assessment to assist in coordinating activities to meet the needs of the parents. A $6,000,000 community federal Care Youth grant further increases the district's ability to link with community agencies to provide accessibility to educational, as well as, health and welfare services for every member of the community. This grant will identify students who may be at risk of failing to achieve high standards, provide supports to their families and to avoid the duplication of services.

Felicita's staff includes a full-time parent liaison and part-time parent volunteer coordinator. Parent involvement activity will be greatly strengthened by coordination of the SIG resources and activities with other parent involvement structures that are already in place at the school. As evidenced in the sections of this proposal that address needs and stakeholder input, it is clear from the volume and thoughtfulness of Felicita's parents' suggestions for change at the school that Felicita parents are a vital, dynamic resource that will greatly assist with advancing the project's objective of increasing student achievement.

A clear theme that echoed throughout parents' suggestions during the input process was their desire for parent education that will build their capacity to support their children with academics. In response to this request, the new principal has designed a parent education program that will include four strategically timed workshops, presented by classroom teachers from every grade level. The workshops will summarize and pre-teach academic concepts that are scheduled to be taught during the weeks that follow each parent workshop. Parents will receive a preview of content, and learn some strategies for reinforcing instruction of those concepts at home. In order to support the technological aspect of the Felicita SIG project, two other parent opportunities are planned. The school computer lab will be open to parents for three evenings of every month. The school technology teacher will offer instruction and support

as needed so that parents can learn what they need in order to support their children in this area. In addition, there will be an "incentive loan" program to provide parents the opportunity to borrow an iPod for a six-week period.   During that time, the Technology Specialist provides training on how to care for and use the iPod. At the end of the six-week period, the iPod is returned and "awarded" again to a different parent for another six weeks.

The school's ELAC committee will provide on-going advice to the principal throughout the year regarding parent education requests and needs, and collaborate with the parent liaison and parent volunteer coordinator to involve more and more parents as time goes on.

Finally, a major parent education initiative to be funded by SIG monies will be a series of empowering parent workshops provided by the Parent Institute for Quality Education (PIQE). This workshop series will serve up to 100 parents at a time for the first two years of the project.

Overall, the combination of parent involvement resources available at the school with the additional educational opportunities for parents made possible by the SIG funds will greatly expand and strengthen the Felicita parent community by providing appropriate social-emotional supports and community-oriented services.

iv. Recruitment, Screening, and Selection of External Providers

Successful implementation of Felicita's reform effort requires extensive support at various levels. Felicita's comprehensive plan contains a variety of needs to be addressed, many tasks to fulfill, multiple responsibilities to be initiated, and rigorous academic goals to be implemented that require both internal and external technical assistance. The Turnaround model calls for an external provider who will have the responsibility for providing technical assistance to ensure Felicita has support and success in implementing their extensive restructuring plan.

External Technical Assistance:
EUSD is committed to continuing our four-year collaborative partnership with educational consultants from Transformational Inquiry Design for Effective Schools (TIDES). EUSD's current partnership with TIDES has helped EUSD infuse innovation into teaching and learning. Educational consultants from TIDES will continue to provide services to EUSD based on a collection of district and school-wide data regarding the effectiveness of support for school improvement, including:
- Principal coaching
- Professional development for developing differentiated lesson planning and the effective use of formative assessments
- Research-based instructional practices through the understanding and use of EUSD's Learning Principles to help establish 21st century learning environments that include technology, project-based learning and interdisciplinary studies with high expectations for all students and all adults

TIDES consultants provide targeted technical assistance for building capacity at both the district and site levels in the areas of curriculum, instruction, and student achievement. In order to achieve maximum benefits and results in the collaborative process, it is important for all stakeholders to understand the importance of incorporating 21st century skills into the vision and research-based reform designs.

Felicita School has a specific need for external technical assistance. Its research-based reform designs and learning principles center around 21st century skills to ensure we are planning for the future and using strategies that will solidify the success of our students, not only in school, but in life as well. In order to meet the needs of the 21st century learner at Felicita School, we will need to implement core curriculum and employ methods of instruction that integrate innovative, research-proven teaching strategies, modern learning technologies, and real world resources and contexts.

Student mastery of 21st century skills include the following components:

- Core subjects as defined by No Child Left Behind;
- 21st century content: that includes global awareness and entrepreneurial literacy, civic literacy, and health and wellness awareness;

- Learning and thinking skills that include critical thinking and problem solving skills, communication skills, creativity and innovation skills, collaboration skills, contextual learning skills, and information and media literacy skills;
- Information and communications technology literacy; and
- Life skills that include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility.

Incorporating 21st learning skills into curriculum and instruction is one of EUSD's Board of Education Goals for all classrooms. Acquiring these skills are recognized as one of the most critical outcomes of the teaching and learning processes. Therefore, it is necessary to develop and implement curriculum and instructional strategies that, by design, enhance these skills. We will accomplish this goal by providing external technical assistance that will provide coaching and support for the Felicita staff as they focus on effective learning environments, professional development, curriculum and instruction, and standards and assessment.

To support Felicita in identifying, implementing, and building on 21st learning skills integration into core curriculum and instruction, EUSD's Superintendent and Assistant Superintendent of Educational Services researched and reviewed external provider qualifications that will support us in building capacity at Felicita School to meet this specific need. EUSD's district leadership reviewed past contributions from external consultants that supported administrators and teachers throughout our district with:
- Social networking
- Support in developing a system of coherence that specifically focused on:
  - Professional development
  - Increased collaboration through Professional Learning Communities
  - Building capacity in instructional knowledge and skills
  - Integrating content and increasing comprehension
  - Using data-driven dialogue and discussions that is centered around student learning and achievement data
  - Using powerful instructional practices, Learning Principles, common formative assessments, and differentiated instruction to meet the varied needs of students

EUSD's Superintendent and Assistant Superintendent of Educational Services also researched ways to recruit, screen, and select an external partner to support the restructuring of Felicita School. The process began by reviewing all categorical funding and support systems currently in place that supported the following requirements of the Turnaround and Transformation Models:

- Developing and increasing teachers', school leaders', and Felicita staff's effectiveness; this also includes placing and retaining a qualified principal at Felicita who will provide ongoing, high quality, job-embedded professional development that aligns to Felicita's transformational design's constructs and foundational principles as described later in this section

- Providing comprehensive instructional reform strategies by using data to identify and implement a research-based instructional, intervention, and standards-based program that is vertically aligned in Felicita's K-5 classrooms
- Use of locally adopted competencies to measure the effectiveness of staff will incorporate multiple observation-based performance assessments, as well as collections and reflections on teaching practice that impact student achievement and learning. The process will take into account data on student growth, e.g. formative assessments, common assessments
- Identifying and rewarding school leaders, teachers, and other staff who, in implementing the Turnaround model, have increased student achievement; remove teachers, who after ample opportunities to improve professional practice, have not done so
- Identifying and implementing strategies that increase opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet with needs of the students at Felicita School

After reviewing categorical budgets (e.g. Title I, Title I PI, ARRA TI PI, ARRA Title I, ELAP, EIA SCE, EIA LEP, ELAP, Title II, SIP, GATE) in relation to the intervention models, the Educational Services Leadership Team (which consisted of the assistant superintendent, four coordinators, and two project specialists) developed a priorities document for budgeting categorical funding during the 2010-11 school year for the district, including Felicita School. The Leadership Team reviewed Felicita's Single Plan for Student Achievement, EUSD's 2010-11 Professional Development Plan, EUSD's System of Coherence, as well as the continued 2009-10 additional support that has been provided to Felicita by two coordinators, one project specialist, one Teacher on Special Assignment, and an executive coach for the principal. The review of this data indicated a need to identify how additional funding could support the reform needs of Felicita beyond the current categorical funding available for the school, including the need for providing ideal external partners who could further support the reform effort.

The next step for selecting an external provider was to formulate guiding ideas for building rapport with and support for the Felicita School community, including the ability to:

- Effectively work with the new site administrator, staff, and community;
- Build support for and have a clear understanding of the reform process;
- Help establish and support a positive culture;
- Support stakeholders in overcoming resistance to change;
- Attend Planning Committee meetings and provide support for implementing the new vision and research-based reform designs for Felicita School;
- Support an ongoing cycle of continuous progress monitoring and adjustment to teaching and learning;
- Support problem solving and needs for improving instructional best practices;
- Support program evaluation and accountability for data collection and analysis;
- Support implementation of rigorous professional development; and

- Support implementation of Felicita's intervention design.

After reviewing selection criteria, identifying potential providers, and reviewing the work from current external partners working with the district and other sites (who include two TIDES consultants, an independent educational consultant, and varied consultants from San Diego County Office of Education), EUSD's Superintendent and Assistant Superintendent of Educational Services agreed that EUSD's current external partners, who were already providing services and getting results, were viable candidates for Felicita's restructuring project. Current external partners have in place a strong relationship with EUSD and site leadership. Through rigorous data driven evaluation of EUSD's partners' effectiveness, that included reviewing their capacity to fully understanding a results oriented school improvement effort, based on measurable goals that include overall school performance as well as growth of individual student sub-groups achievement data, EUSD's Superintendent was confident in the abilities of several of the current external providers.

For the past four years, EUSD has developed an effective relationship with the Transformative Inquiry Designs for Effective Schools and Systems (TIDES) organization. At least two partners in TIDES were researchers in Effective Schools for the 21st Century (ES21). They have worked successfully with nine schools in EUSD, emphasizing the nine correlates of effective schools and the importance of instructional leadership teams and its influence on the instructional delivery at the site.

EUSD has also had a long standing effective relationship with another educational consultant who meets school reform criteria and currently supports research-based reform designs in helping other sites in EUSD develop restructuring reforms models as well as provides leadership through executive coaching and working with site leadership teams (e.g. grade level and/or department teams through Professional Learning Communities work). Based on AYP results, the educational consultant will remain working with EUSD in the 2010-11 school year and is qualified to serve as an external resource for Felicita as well as our identified Tier III schools.

External provider contracts articulate roles and responsibilities, performance expectations, and consequences for failure to meet expectations. Once a decision has been made to hire an external provider for Felicita School, and after completing the application and selection process, all external providers who are hired in EUSD must be approved by EUSD's Board of Education. An independent contract agreement is completed and submitted for Board approval. Components of this contract include specific items that are outlined for each individual including:

- Services to be provided by the Contractor
- Term of Service
- Compensation
- Expenses
- Materials
- Administrator of the Agreement

- Applicable Exhibits including detail to the required insurance
- Agreement Signatures

In addition to the independent contract agreement, an Administrative Directive is completed by the principal/manager and is submitted to Educational Services. This includes additional information regarding a description of services, technical reasons this person is hired rather than a current employee, evaluation of the twenty Common-law Factors, supervision, and information for reference is included. District guidelines connect directly to the contract components listed above and adhere to the appropriate legal and procedural guidelines pertinent to determination of Independent Contract status, including IRS Revenue Ruling 87-41.

In support of the Turnaround Program at Felicita School, an Alternative Governance Team has been established to support and oversee the progress at Felicita as they implement a research based instructional program that is standards based and vertically aligned from one grade level to the next, K – 5, respectively. The Alternative Governance Team will be active in visiting the school as a team a minimum of four times each year (quarterly), and the team or specific members of the team will meet monthly with the principal, Turnaround Coordinator, and/or instructional leadership team to support specific reform initiatives including accountability components and monitoring of student achievement data. Quarterly site visits will be for the purpose of maintaining clear communication and a clear focus on student achievement progress and program reform efforts. The external provider will be a member of the Alternative Governance Team, and will collaborate with Felicita's principal, Turnaround Coordinator, instructional leadership team and staff as well as provide professional development and coaching. Along with Felicita's external provider, members of Felicita's Alternative Governance Team will consist of the Assistant Superintendent of Educational Services, Student Learning Support Coordinator, Technology and Media district representative.

Summary of EUSD's Process
for Recruitment, Screening, and Selection of External Providers

Step One: Identifying Felicita School's <u>needs</u> for an external partner; identifying <u>criteria</u> for hiring an external provider based on needs, <u>experience</u>, <u>qualifications</u>, and <u>successful evidence of prior support</u> that an external provider would need to provide EUSD in order to be considered for providing targeted technical assistance to Felicita School's community	- Implementing Felicita's Turnaround Model reform design - Collaborating with an expert who can support Felicita's principal and Turnaround Coordinator as they lead with a new vision for Felicita School - Providing job-embedded professional development that supports the implementation of core curriculum while employing methods of instruction that integrate innovative, research-proven teaching strategies, modern learning technologies, differentiated instruction, and real world resources and contexts for learning - Incorporating 21st Century learning skills into curriculum and instruction - Increasing collaboration through reflective Professional Learning Communities - Building teachers' capacity by building on instructional knowledge and skills - Using varied types of assessments and data to inform instruction - Using effective instructional practices for supporting cultural proficiency with children of poverty and second language learners
Step Two: EUSD's Leadership Team steps leading to the process of identifying any additional external provider criteria as well as recruiting, screening, and selecting an external provider for Felicita School	- Reviewed all categorical funding and support systems currently in place that support the Turnaround and Transformation Models - Developed a 2010-11 Educational Services Priorities document for budgeting categorical funds for the district and Felicita School - Reviewed Felicita's Single Plan for Student Achievement - Reviewed three years of Felicita's student achievement data results (CST, AYP) - Reviewed all additional support systems/resources provided to Felicita during 2008-09 and 2009-10 - Formulated additional needs and guiding ideas for how an external provider could provide targeted technical support for the identified needs and criteria for Felicita's school community; this information was used as a <u>means for screening</u> current external providers' <u>qualifications and experience</u> relative to Felicita's needs - Reviewed and evaluated data that <u>included AYP scores and measurable goals of current external partners' effectiveness</u> in providing support for the district and

	contracted sites
	- Discussed <u>data findings, strengths, and effectiveness</u> of current external partners; <u>screened partners qualifications and experience to determine if any current partners would be recruited</u> for Felicita's external partner SIG position
	- Based on EUSD's data findings, as well as performance and current evidence, EUSD's Leadership Team and Superintendent <u>selected an effective external partner for Felicita School</u>
	- Superintendent discussed the external partner selection/position with Felicita's principal; Superintendent then also discussed the position with one of EUSD's current TIDES consultants who was identified and selected as the most qualified external provider for Felicita School relative to their identified needs and vision for the school community
Step Three: Contracting with an External Provider	- EUSD will create independent contract agreement with a consultant from TIDES to provide technical assistance to Felicita School per each contract item
	- As part of the agreement, the external provider will be a member of the Alternative Governance Team as reflected in the Turnaround Model
	- The contract will be approved by EUSD's Board of Education Trustees
	- An Administrative Directive will be completed by Felicita's new principal; this will be submitted to Educational Services and includes additional information regarding a description of services to be provided
	- The contract adheres to the appropriate legal and procedural state and district guidelines

v. Alignment of Other Resources

From the moment that Felicita School was designated as a "persistently lowest-achieving school" the district has been holistically assessing the needs of the school and investigating the possible uses of all available financial resources to support necessary reforms. District staffs who oversee the use of all categorical funding have collaborated with the new Felicita principal to insure a well coordinated, comprehensive application of funding sources to support the full implementation of the Turnaround Model, as outlined in this proposal. Every funding source has been identified, and a funding plan has been created with two objectives.

- The first is to logically, legally, and thoroughly support the implementation of every component of the project.
- The second objective is to structure the funding of personnel, professional development, major purchases, and support for parent involvement in a way that will maximize the ability of the school to sustain the critical elements of the reform effort after the funding has ended.

With these objectives in mind, temporary measures are funded with grant monies that result in permanent capacity building, such as funding some content and behavior specialists, the Turnaround Coordinator, and the initial investment in iPods. Ongoing supports, including the English Language Development Facilitator and Data Intervention Specialist, the Parent Liaison, Parent Volunteer Coordinator, and much of the funding for professional development, are funded with categorical monies that are likely to continue after the SIG funding has ended. The following table itemizes the state and federal resources available to Felicita School, and illustrates how SIG funding would be concentrated on the most intensive instructional capacity building aspects of the project provided by the content specialists and Turnaround Coordinator.

Funding Source	Capacity Building Personnel/ Activities/Purchases
SIG	Personnel Turnaround Coordinator Student Asset Specialist 3 Teachers – guarantee single grade level classes (no combination grade levels) if needed; otherwise strategically assigned to provide instructional interventions 3 Academic Content Specialists (Math/Science, Technology, Language Arts/Social Science) 12 At Will part time teachers to provide intensive intervention instruction and extended learning opportunities/time for K-5 students Activities External technical assistance – TIDES university connection to build leadership capacity and support major staff development initiatives Annual two-week start-up intensive staff development, vision and team building for project duration Purchases iPods for 1:1 initiative MacBooks for content specialists and 25% teaching staff who still need them

Alignment of Resources to Support Implementation of SIG

SIG Objectives:

1. Extend the daily learning time of students in order to accelerate their learning;
2. Increase the capacity of teachers to provide highly engaging, differentiated instruction that is informed by the continuous use of data;
3. Infuse educational activity and assessment at Felicita School with high levels of motivating, research-based educational technology;
4. Increase the knowledge level and capacity of parents to support students' learning.

There is $288,951 of other categorical funds that will support the SIG implementation at Felicita. The chart shows the alignment between these categorical funds, the needs analysis, and the focus of the school improvement plan.

Needs	Activity Description	Funding Source
Use data to make instructional decisions	• Data Intervention Specialist - ensures the consistent collection of data that will help to verify the impact of strategies being used. This specialist will facilitate data conversations and help the teachers analyze the data and make the necessary instructional adjustments. • Northwestern Evaluation Association (NWEA) Measures of Academic Performance (MAP) assessment system	Combinations of Title I, EIA-LEP, EIA-SCE, ELAP, Title III
Felicita is ranked 3rd in the district, based on students' need Establish partnerships between the public school and other community resources	Counselor/Social Worker – this position will help the entire teaching staff to address the socio-emotional needs of their students. It will also provide resources to enable Felicita to become an even more community-oriented school.	Combinations of Title I, EIA-LEP, EIA-SCE, ELAP, Title III

Needs	Activity Description	Funding Source
Engage parents to the extent that they will relate more fully to their children's academic progress	• Parent Liaison – Both facilitator and educator with at trusting approach, this staff member will establish positive relationships between Felicita and the parent community • Parent Volunteer Coordinator – recruit and organize parents for volunteer activities at Felicita	Combinations of Title I, EIA-LEP, EIA-SCE, ELAP, Title III
Demographic Considerations • 79% of the students are English Learners • 88.5% participation in Free/Reduced Lunch Program • Felicita is ranked 3rd in EUSD, based on student needs	• English Language Development Specialist – This specialist will provide professional development to scaffold core content to ensure access for all students and mastery of grade level standards. • At Will Teachers – These certificated teachers reduce the adult to student ratio, providing increased opportunities within the classrooms for small group and individualized instruction. These teachers will also support the infusion of art and music in other content areas such as ELA or History/Social Studies.	Combinations of Title I, EIA-LEP, EIA-SCE, ELAP, Title III
Job-embedded professional development	Professional Development activities that may require substitutes, extra hours, or consultant Professional Learning Community – extra hours	Combinations of Title I, EIA-LEP, EIA-SCE, ELAP, Title III
Selection of a half-time bilingual clerk	Support project activities and assist the Turnaround Coordinator with communication, activity coordination, documentation of activities, data collection, and project evaluation requirements.	Combinations of Title I, EIA-LEP, EIA-SCE, ELAP, Title III

vi. Alignment of Proposed SIG Activities with Current DAIT Process

The Escondido Union School District was one of seven District Assistance Intervention Team (DAIT) pilot districts in the state of California. The district participated in the DAIT process from September 2006 to June 2009. During the DAIT pilot, the EUSD Collaboration Framework was adopted. The district has not only continued and expanded the reform initiatives begun as part of the DAIT process, but has also incorporated them as central tenets and activities of this SIG project. The following are specific examples of alignment of DAIT and SIG activities in four critical areas: professional development, instruction, professional learning communities, and student performance monitoring.

This framework provides the systemic structure for continuous improvement and closely aligns with the Turnaround model.

> **EUSD Collaboration Framework**
> 1. Develop shared leadership at the district and site level by strengthening the capacity of all leadership teams to become high-performing teams that sustain an instructional focus evidenced by improved student achievement.
> 2. Build capacity for sustainability of continuous improvement through designing experiences and systemic structures that support learning, practice, and reflection within a collaboration model across the organization.
> 3. Develop instructional leaders that possess the skills and knowledge to effectively work through and with other people in an educational environment that demands improved results in student achievement.
> 4. Engage all partners (students, teachers, principals, parents, and community members) in a district improvement process that touches everyone by having a sustained instructional focus to improve student achievement in all content areas. (Every teacher, every classroom, every student, everyday)
>
> **Overview:** High achieving districts are comprised of a dynamic system of schools committed to continuous improvement through collaboration. Our district mission – partnership with our community to provide quality learning experiences for all students that result in lifelong learners, productive members of the community, and positive contributors – captures this ideal. Fostering the dynamic nature of this work rests in explicitly creating a learning-centered organization open to reflection and improvement.
>
> Effective learning organizations maximize the professional growth of all staff members by supporting them to strengthen and refine their teaching expertise and leadership ability. This is accomplished by ensuring rich learning opportunities for each member of the organization. The following

goals, framework, and learning cycle will serve as the foundation for continuous improvement:

Goals: A) To create a high achieving district that reflects a common vision of high expectations for everyone to increase student achievement. B) To build leadership capacity across the entire system by uniting around a targeted instructional focus; and by strengthening the collaboration teams' ability to gather and use multiple sources of data, and engage in dialogue that results in improved instructional practice.

The chart (See Appendix 3.i.d) provides an overall perspective of the district's structures in place that will support the model.

Professional Development in the Following Areas

- SB472 and AB430 training for teachers and principals
- Support for teachers through the use of content specialist coaches
- Research based strategies to improve EL instruction
- Effective Professional Learning Communities (PLC)
- Increasing teacher and principal knowledge of assessment: purposes, data analysis and use, and capacity to develop and use frequent formative assessment as an integral part of instructional planning and evaluation

Instruction

- Intensive monitoring of instruction, fused of instructional time, and of intervention instruction and materials
- Careful placement of English Learners and students with disabilities to ensure access to appropriate instruction
- Limiting instructional initiatives to a single focus in order to effect maximum change
- Use of SMART goals

Professional Learning Communities (PLCs)

- Establishment of a collaboration framework that builds leadership capacity at the district and school site level
- Reliance on PLCs as the major vehicle for reviewing student achievement results, designing instruction, and developing formative assessments
- Institutionalizing PLCs by structuring time for them, establishing expected outcomes for PLC work, and monitoring PLC activity

Monitoring Student Achievement

- Modification of district's assessment plan to include continuous improvement monitoring indicators
- Institutionalization of formative assessment as a continual component of collaborative instructional planning
- Incorporation of frequent, effective formative assessment as a norm and guiding tenet of all instructional planning and evaluation
- Gradual incorporation of Response to Instruction and Intervention strategies (RtI)

Parent and Community Involvement

- Scheduled updates to report student achievement data to the following
  - Board of Education
  - Parents of Felicita students
  - Escondido Community
- Report progress on reaching goals via school board reports, school and district newsletters, parent committee reports, and parent education classes.

The potential impact of continued implementation of the above DAIT aligned activities, as part of a funded SIG project is significant for several reasons. For one, alignment of DAIT objectives with district-wide initiatives and activities provides continuity during the extensive change process at Felicita School. Because this proposal has been developed specifically for Felicita School, the means of addressing the reform objectives are based on the specific needs and culture of that school. The project has been designed in full collaboration with all Felicita stakeholders, thereby pre-establishing the "buy-in" that is so critical to the advancement of any reform effort.

New and enhanced opportunities for parent education, parent communication with teachers and administrators, and parent involvement will be positively impacted by the systematic academic, social and emotional support classes made possible by the SIG project, including the introduction to support parents in using technology to support student learning. Felicita's plan is in direct alignment with the Turnaround model requirement to support community-oriented schools. Through scheduled parent meetings, trainings, a new parent restructuring committee, and/or special events, parents will become a more informed group who better understand Felicita's education structure including SMART goals essential to student learning based on Board Focus Goals, SMART goal progress and results, and 21st Century learning skills. Relative to parent involvement, outside of Felicita's current parent involvement in groups such as the English Learner Advisory Committee, District Advisory Committee, and GATE Parent Advisory Committee, Felicita parents will have multiple opportunities to engage in their own learning experiences by accessing learning materials and

tools, such as computers and iPods, while learning about what their students are learning, enabling them to more effectively support their children at home. The resources provided by SIG funding, coordinated with all other state and federal resources, will not only make this intensive and rapid reform effort feasible, but also provides for the intensive and systematic monitoring and adjustment of the activities that can guarantee the project's success.

Because of the support provided Felicita's principal by the Turnaround Officer, it will be possible to closely scrutinize instruction, student performance results, and to rapidly respond when changes need to be made to improve instruction and assessment. This concentrated instructional monitoring and adjustment component enables the project's means of addressing the Turnaround model requirement to develop and increase teacher and school leader effectiveness. Comprehensive reform strategies, such as the capacity building inherent in the institution of PLCs, the incorporation of RtI strategies, and data-driven instructional planning based on frequent formative assessment and progress monitoring are central to this project. Also related, the relevant, highly engaging instruction made possible by the 1:1 iPod initiative will not only jump-start the project's momentum from the students' perspective, but also propel it through the coming years as students embrace the ever-changing and constantly challenging world of technology and 21st Century learning skills.

Finally, as evidenced in the preceding sections of this proposal, the process of creating the proposal has resulted in identifying needs and creating plans for operational flexibility as well as sustained support for Felicita School during and after the project period.

vii. Modification of LEA Practices or Policies

At this time we do not anticipate the need to change any other current policies. We maintain that the current policies allow sufficient flexibility to ensure full implementation of the grant. As a program improvement district with several schools in program improvement status, including schools in restructuring, the district has experience in developing restructuring plans and has worked to ensure that our policies and practices support the tenets needed to engage in improvement initiatives.

viii. Sustaining the Reforms after the Funding Period Ends

EUSD recognizes the importance of sustaining reforms for its Tier I school (Felicita) as well as other simultaneous research-based reform efforts throughout the district. In order to achieve sustaining the educational reforms, we also recognize the increasing importance of schools and learning in the changing patterns of work and society being widely recognized, and we are addressing these changes through integrating the 21st century learning skills into the school reform models, including the Turnaround model. As described in EUSD's narrative response section iv., 21st century learning skills support EUSD's Board of Education Focus Goals. **EUSD intends to extend the SIG funding through September 30, 2013 to support its sustainability plan.**

In order to meet the needs of the 21st century learners at Felicita, we will continue to use state-board approved core curriculum and continue to employ methods of instruction that integrate innovative, research-proven teaching strategies, modern learning technologies, and real world resources and contexts.

Student mastery of 21st century skills include the following components:

- Core subjects as defined by No Child Left Behind
- Learning and thinking skills that include critical thinking and problem solving skills, communication skills, creativity and innovation skills, collaboration skills, contextual learning skills, and information and media literacy skills
- Information and communications technology literacy
- Global awareness and entrepreneurial literacy, civic literacy, and health and wellness awareness
- Life skills that include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility

We will accomplish sustaining Felicita's program reform by continuing to build expertise, knowledge, and skills at the district, site, and classroom levels as we engage in implementing reform programs and professional development that support 21st century instructional practices and student learning and achievement by implementing and evaluating the effectiveness of the research-based instructional practices such as:

- Continuing to develop the capacity for building site leadership teams in the areas of instructional and technological leadership
- Continuing to develop the capacity for building teacher leaders in each grade level and/or department, as well as in each classroom in the areas of instructional leadership that includes using technology to support student learning as well as:

  o   Project-based and problem-based learning

- o Integrating Learning Principles into cognitive grade level and school-wide planning
- o Continuing to revise and refine strategic common formative assessments and the use of common formative assessments in each Professional Learning Community
- o Continue to utilize data reports and analysis including district, site, classroom, and individual student data and reports
- o Continue to utilize collaborative evaluation and analysis of common student work products

- Continued professional development and implementation of the *Side by Side* tool/publication to provided extensive site-based and district sponsored professional development designed to assist teachers in meeting the needs of English Language Learners with the support of an expert from the San Diego County Office of Education. *Side by Side* is a tool, a document that addresses the California English Language Arts content standards by levels of acquisition at each grade level. The use of this tool will continue to support the sustainability of cognitive planning and differentiation of the English Language Arts Standards for English Learners, as well as ensure that all students have access and opportunity to learn and achieve the same rigorous content standards regardless of the language of instruction
- Continued innovative teaching and learning using iPods/mobile learning devices and technology to support student learning; Note: when examining data from two schools in EUSD with a similar student population, the data showed a significant increase in student achievement in fluency and comprehension with the use of a 1:1 ratio of students and iPods. Preliminary data from the NWEA MAPS assessment showed almost twice the level (6.56 points) of typical growth (4 points) among those students who participated in EUSD's Mobile Learning/iRead Program. See Appendix 3.viii.a for an example of a data report.
- Provide continued opportunities for project-based and problem-based learning
- Continue to provide job-embedded professional development that includes incorporating the action research/inquiry process into grade level meetings strategically focusing on instructional planning, teaching, student achievement, analyzing student data, reflection, and application of new and/or cumulative knowledge for next steps based on DuFour's four questions: 1) What do we want students to learn? 2) How do we know that they have learned it? 3) What do we do if they haven't learned it? 4) What do we do if they have learned it?

Based on research from the University of Southern California, in order for sustainability of effective plans, programs and teaching practices to occur in districts, schools must sustain reforms at a high level and all school staff must commit to continue the implementation of the comprehensive school reform model with high levels of intensity. Findings show that capacity building, local conditions, and experiences with reform that truly impact student achievement are among the conditions for successful sustainability plans. Felicita's school leaders, as well as

teachers and district-level administrators, will continue to support the reform efforts that are being implementing throughout EUSD's schools, with a specific focus and support system for Felicita School.   EUSD's support system for Felicita includes:

- A continued focus (local conditions) of high expectations for all students learning
- A continued curricular focus on reading comprehension and access to state board approved core curriculum for all students that further targets students with disabilities, English Language Learners, and socio-economically disadvantaged students as well as other at risk students
- Professional development centered around job-embedded experiences, professional book studies, data driven dialogue and discussions, looking at student work, formative assessments, response to instruction and interventions, coaching, and professional learning community work that centers around DuFour's *Learning by Doing*.
- Stakeholders engaged in sustaining the above mentioned reform efforts within the Felicita school community include:
    o EUSD's Cabinet members
    o Administrators
    o Teachers
    o Regional Cohorts
    o Coaches, Teachers on Special Assignment and teacher leaders

To further support sustainability, EUSD is committed to engaging in the principles of Richard Elmore's *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning* where the vision is "System Success = Student Success." EUSD's focus for sustaining a focus on the instructional core, a collaborative culture that values reflection and adult learning, and a coherent theory of action that includes a system-wide implementation strategy (building capacity through professional learning communities), can be an effective tool for achieving a vision of large-scale instructional improvements and sustainability. Sustainability principles include, but are not limited to:

- Elements for sustainability includes student, teacher, and content interaction; students sustain increased student engagement using core curriculum materials, teachers sustain increased professional knowledge and skill as they improve instructional practices using powerful instructional strategies, and content through the core increases the level of complexity in student learning and achievement
- Identifying a problem of practice
    o Schools continue to identify a problem of practice
    o The practice and outcomes are directly observable
    o The practice is actionable (within the schools'/district's control and can be improved in real time)
    o The practice connects to a broader strategy of school improvement
    o The practice is highly leveraged

- o The schools' culture and network adopts the problem of practice as the focus for the school-wide learning
- Observations of teaching practice
  - o observation teams collect data that is descriptive, not evaluative
  - o specific; about the instructional core; related to the identified problem of practice
- Observational Debriefs
  - o Evidence based
  - o Analyze descriptive evidence looking for trends and patterns to sort the observational data
  - o Predict what students are learning and are expected to do (Would you understand and be able to do everything the teacher expected/communicated to you to do?
- Identifying the next level of work
  - o Does this fit into EUSD's Grade Level/Department Action Plans (SPSA) and the school's Single Plan for Student Achievement to support student learning and achievement results?
  - o Do we need additional resources or professional development to carry out our next steps?
  - o What suggestions/ideas for the next level of work for the school; what district support might we need?
  - o Integrate suggestions/ideas for next steps into the SPSA and/or Grade Level/Department Action Plans and implement instruction

Creating and maintaining a positive reading, writing and comprehension culture across the curriculum at Felicita School will be essential to overall sustainability and growth in student achievement. All adults will continue to work in high-performing collaborative teams ensuring instructional and behavioral programs continue to positively impact student learning, and continue to make connections to the learning throughout other curriculum areas. All classroom teachers and educational team members will continue to nurture the school reading and comprehension culture by:
- Continuing to implement high levels of instruction using essential core program materials (including content areas)
- Sustaining effective and productive instructional time blocks
- Focusing on and refining research-based best practices in instruction
- Using data to guide instructional decisions
- Utilizing data during grade level cognitive planning meetings for developing action plans and learning targets
- Utilizing pacing guides
- Maintaining instructional environments with agreed upon grade level elements
- Continuing to focus on writing across the curriculum
- Continuing with MAPS and student and teacher data based goal setting
- Continuing the work with response to intervention and instructional support

Teacher and student indicators relative to improving and sustaining Felicita's reading, writing and comprehension culture will be outlined on a reflective tool that connects to

the core instructional framework. The Felicita staff will use a reflective tool to self assess (as a grade level team and/or individually) teacher and student efficacy in the areas of purposeful practice, student engagement, instructional rigor (high expectations for adults and students), and achieving results. Based on the data they gather, teachers will collaboratively use the assessment tool to set goals for themselves as well as their students.

Instructional support from the Educational Services team will facilitate sustainability by continuing to focus on differentiating instruction to meet the needs of all learners. This support will come from the administrative team as well as Teachers on Special Assignment who are content experts. Support will be targeted and relative to helping classroom teachers focus on essentials that include: crafting instruction around the essential curriculum concepts, principles of learning, students' understanding and skills for each subject that leads to refining instruction and assessment around grade level power standards.

Because assessment and instruction are inseparable, additional information for formative and diagnostic assessments will be ongoing. The Turnaround plan for Felicita will link teachers' support in modifying the content, teaching process, and student product based on learning profiles and assessment data. The Educational Services team will continue to provide support for differentiated instruction to teachers who need assistance in responding to students' needs that are guided by general principles of differentiation such as defining constructive/connect tasks, flexible grouping, ongoing assessment and adjustment to instruction. The team will support teachers as they refine skills to differentiate the content, process for instructional delivery, and student products according to students' readiness, interests, and learning profiles through a range of instructional and management strategies such as:

- Planning for incorporating Multiple Intelligences
- Anchor activities
- Text Organizers
- Literature Circles
- Reciprocal Teaching
- Varied texts and supplementary material
- Tiered lessons
- Learning Centers designed to motivate students relative to interests and topics designed to teach, reinforce, or extend a specific skill or concept
- Project based learning and student products; independent study projects
  o Learning contracts
  o Group investigations and interest groups
  o Varied questioning strategies
  o Meaningful homework
  o Providing effective feedback to students
  o Curriculum   Compacting

Building teacher leadership capacity is the work Felicita leaders and staff will engage in over the next three years. In order to support Felicita's comprehensive

sustainability plan that will be developed, funding resources other than SIG funds will be used to support sustaining such things as personnel, professional development, using technology to support instruction and student learning, instructional collaborative team work, 21st Century learning skills, and new assessment systems and/or processes developed and implemented over the next three years that support student learning and student achievement. Varied funding sources that will support Felicita's ongoing work to sustain student achievement gains through Felicita's Turnaround reform efforts are indicated in the following charts:

Felicita Sustainability Support Plan and Funding Sources

PERSONNEL	Title I	EIA-LEP	EIA-SCE	ELAP	Title II	Title III	GATE
SEED / Social Worker	X		X				
English Language Development Facilitator		.75				.25	
Data Intervention Specialist	X						
Parent Liaison		X					
Community Volunteer Coordinator	X						
Extend Computer Tech Hours	X						
Instructional Assistants	X (2)		X (1)	X (1)			
At Will Instructional Support		X	X	X			
GATE Site Coordinator Extra Hours							X

Felicita Sustainability Support Plan and Funding Sources

PROFESSIONAL DEVELOPMENT	Title I	EIA-LEP	EIA-SCE	ELAP	Title II	Title III	GATE
Side by Side						X	
Technology	X				District Personnel		District Personnel
Writing across Content Areas	X						
Data Analysis & Data Base Instruction		X			District Personnel		
Integrating & Maximizing iPod Instruction	X				District Personnel		District Personnel
Integrating differentiated instruction into 21st century learning to support meeting the needs of all learners; i.e. project based learning, problem based learning, and/or technology	X	X			District Personnel		District Personnel

ix. Establishment of Challenging LEA Annual School Goals for Student Achievement

The Board of Education has established focus goals that include the continuation of SMART goals for increased achievement in acquiring English, in English language arts, and in mathematics.

- Ninety-five percent of proficient and advanced students will maintain or improve their achievement levels on the CST English language arts and math tests
- Fifty percent of intensive and strategic students will move one or more level(s) on the CST English language arts test
- Fifty percent of intensive and strategic students will move one or more performance level(s) on the CST math test
- Seventy-five percent of all English Learners will move one or more levels on the CELDT (California English Language Development Test) every year

In turn, all of the schools in the Escondido Union School district are required to establish challenging annual goals for student achievement in relation to the California State Assessment (CST) in both English language arts and math. District and site administrators as well as grade level teams work collaboratively to create SMART goals so that the growth at each site is sufficient to ensure all schools will make safe harbor. SMART goals are included in each school's School Plan for Student achievement (SPSA). Disaggregated data is provided to each school by the Educational Services Department. Site administrators have received training in how to analyze and use CST data as well as understanding AYP, API, and AMAO to assist them in the formulation of SMART goals for each content area.

SCHOOL GOAL # 1 English Language Arts – (Based on conclusions from Analysis of Program Components and Student Data pages) In order to meet the Safe Harbor goal for the next two years the number of second through fifth grade students proficient in ELA will increase from 27.3% to 34.6% as measured by the 2009-2010 CST, and will meet the necessary student growth goals for Safe Harbor in 2010-2011.	
Student groups and grade levels to participate in this goal: Subgroups identified using CST/district data, who are not meeting AYP goals: • English Learners • Socio-economically Disadvantaged (SED) • Students with Disabilities • Hispanic/Latino	**Anticipated annual performance growth for each group:** The percentage of English Learners at Felicita School that are proficient will increase from 22.9% to 30.6% as measured by the 2009-2010 CST ELA test. Seventy-five percent of all English Learners at Felicita School will advance one or more levels on the CELDT (California English Language Development Test) every year. The percentage of SED students at Felicita School that are proficient will increase from 5.9% to 15.3% as measured by the 2009-2010 CST ELA test. The percentage of Students with Disabilities at Felicita School that are proficient will increase from 24.9% to 32.4 % as measured by the 2009-2010 CST ELA test. The percentage of Hispanic/Latino students at Felicita School that are proficient will increase from 24.7% to 32.2% as measured by the 2009-2010 CST ELA test.

SCHOOL GOAL # 2- (Based on conclusions from Analysis of Program Components and Student Data pages) In order to meet the Safe Harbor goal for the next two years, the number of second through fifth grade students proficient in math will increase from 31.9% to 38.7% as measured by the 2009-2010 CST and will meet the necessary student growth goals for Safe Harbor in 2010-2011.	
Student groups and grade levels to participate in this goal: Subgroups identified using CST/district data, who are not meeting AYP goals: • English Learners • Socio-economically • Disadvantaged (SED) • Students with Disabilities • Hispanic/Latino	**Anticipated annual growth for each group:** The percentage of English Learners at Felicita School that are proficient will increase from 27.5% to 34.8% as measured by the 2009-2010 CST mathematics test. The percentage of Students with Disabilities at Felicita School that are proficient will increase from 8.8% to 17.9% as measured by the 2009-2010 CST mathematics test. The percentage of SED students at Felicita School that are proficient will increase from 29.1% to 36.1% as measured by the 2009-2010 CST mathematics test. The percentage of Hispanic/Latino students at Felicita School that are proficient will increase from 29.5% to 36.6% as measured by the 2009-2010 CST mathematics test.

EUSD has systems in place to monitor the progress of these goals. We have established benchmark assessments in the areas of both English language arts and math that are aligned to state grade level standards. Results are entered in to our data management system (Edusoft). The NWEA MAP assessment will also be used as a benchmark assessment. Teachers and principals analyze and discuss the results of these benchmarks through collegial conversations (a minimum of three times a year). Teacher coaches and principals facilitate monthly grade level team meetings, school leadership team meetings, and staff meetings to analyze student data and use the results of the analysis to formulate grade level action plans designed to improve classroom instruction and student performance. In addition, the grade level action plans identify students who are not making progress and the strategies to be used with those students to help them to meet the goals.

x.   Inclusion of Tier III Schools (if applicable)

Not Applicable to EUSD

xi. Consultation with Relevant Stakeholders

EUSD was committed to collaborating with all stakeholder groups to support Felicita's reform model and efforts. The development of a communication plan and planning committee, gathering of information to understand the current and future needs of Felicita School, the meetings with students, parents, teachers and the community of Felicita, was foundational to the consulting process with relevant stakeholders. Communication will continue to occur with all stakeholder groups as the planning committee continues critical planning and decision-making activities. District leadership strategically draws on the knowledge, strength and expertise of relevant stakeholders, and utilizes multiple communication strategies that are culturally and linguistically appropriate to support clear, two-way communication. Examples of this include Spanish and English meetings and communications, website updates, use of technology through Google docs so minutes and documents are available and transparent, and a commitment to open communication policy.

Stakeholder groups consist of students, teachers, Felicita's current principal and selected 2010-11 principal, parents, community members, EUSD's bargaining unit's president, Board of Education, Educational Services team, and the Felicita Planning Committee previously described in this document. Initial outcomes when consulting with stakeholder groups included the following: 1) using assessment tools and engaging in the analysis of data to determine how well current processes and instructional practices meet the needs of the Felicita community; 2) analyzing ways in which the school and community are changing; 3) identifying challenges and/or problems, as well as wishes/dreams for Felicita; and 4) identifying the types of educational programs and expertise that will be needed to support the selection and development of the reform process at Felicita.

The Needs Assessment section of this narrative was largely developed from stakeholder input. This section of the proposal lists steps that describe the process used to consult with relevant stakeholders. Agendas, minutes, and support documents are provided in Appendices 3.i as indicated in this narrative, as well as in Appendix 3.xi.a.

- EUSD's Cabinet members consisting of the Superintendent, Deputy Superintendent, and two Assistant Superintendents met and discussed the CDE, District, and School Improvement Division's notification regarding Felicita School's designation as a Persistently Lowest Achieving School. Cabinet began to develop a Communication Plan to share with all stakeholders.

- EUSD's Superintendent and Assistant Superintendent of Educational Services met with and notified EUSD's 2009-10 Felicita principal of the need for restructuring, reviewing Felicita's CST data from 2003-04 through 2008-09 and the new federal and state program information regarding Persistently Lowest Achieving Schools.

- EUSD's Superintendent contacted and met with the Escondido Elementary Teacher Association's (EEEA) president to inform him about the notification and discuss steps for communicating and collaborating with varied stakeholders including the Felicita staff.   The president of EEEA was an active member in the SIG process.

- EUSD's Superintendent and Assistant Superintendent met with the Felicita staff to review and discuss the identification of Felicita as a "persistently lowest-achieving school" and included information regarding the following:

  o New federal and state program – Persistently Lowest Achieving
  o Schools information including parts of the federal Elementary and Secondary Education Act (ESEA), the American Reinvestment and Recovery Act (ARRA), the School Improvement Grant (SIG), and Senate Bill 1, related to the federal Race to the Top legislation.
  o Identification of Persistently Lowest Achieving Schools that included information regarding:

    - An average of the last three years' of student proficiency on ELA and Math state assessments
    - Academic Performance Index (API) growth made in Felicita's last five years (less than 50 API points and less than state goal of 800 points)
    - Lowest 5% ranking within five different groups of schools
    - Presentation and discussion regarding the four intervention models: After being presented the four intervention models, the Felicita staff engaged in a discussion opportunity and question session regarding the models. The staff was charged to further discuss and think about the varied models, recommend the most effective model for Felicita, and communicate through representatives on the Felicita Planning Committee which intervention model the staff recommended would be most effective and the rationale behind that decision.

- EUSD's Assistant Superintendent of Educational Services presented an overview to EUSD's School Board regarding Felicita School that included the four intervention models. Teachers, parents, students, and community members had an opportunity to provide input and feedback relative to the current status and future of Felicita School. Felicita staff and community members spoke at the School Board meeting sharing insights regarding community and staff feelings and beliefs about Felicita's culture and the four intervention models.   Board members asked clarifying questions and agreed that due to the time constraint, having no other schools in Escondido to house Felicita students, and considering the input received from the community and staff members, the Restart Model and School Closure Model were not appropriate choices for the Felicita community.

- Felicita and district staff shared information with Felicita's School Site Council and ELAC representatives. EUSD's bilingual Superintendent held open meetings with parents at Felicita School on two different, occasions. Meetings were publicized and the district's Connect Ed telephone notification system was used in addition to support publicized communication efforts. Meetings were conducted in both Spanish and English. Parents worked in groups and openly discussed wishes and dreams, as well as asked questions about information that had been shared with the community regarding the restructuring of Felicita. Parent input was recorded from both meetings and consolidated into one document. The Superintendent analyzed the information and categorized the parent input into themes, summarizing the information. A detailed description of recommendations received from parents is included at the end of this section as Appendix 3.xi.a.

- Felicita's Planning Committee was established. EUSD's Superintendent selected two EUSD Board Members to participate on Felicita's Planning Committee. Felicita staff used a self-selection process with these suggested parameters for teachers who wished to volunteer to serve on a team in an open and transparent process:

  o Having the respect of the staff with a sphere of influence
  o Ability to communicate information back to the entire staff
  o Adhere to confidentiality to respect an open, candid conversation of discovery

  Also selected to participate on the committee from EUSD's Educational Services division were two administrators who had been assigned to support Felicita during the current 2009-10 school year. Other stakeholders were chosen to participate as outlined in "Identifying the Stakeholders" in order to ensure all stakeholders were represented and would be able to communicate information with staff, parents and community members. Planning Committee meetings were scheduled and all participants engaged in active shared decision making based on meeting activities and roles that included engaging in reading and discussing research, analyzing data, analyzing and accounting for Felicita staff input, review of parent and community input, review of student interviews/input completed by the 2010-11 principal, engaged in developing the new vision for Felicita, review of Board of Education district-wide goals, and collaborative bargaining efforts. Other types of data and/or information this group reviewed and/or discussed was relative to demographics, perceptions, student learning, teacher quality, and school processes.

- The two models Felicita staff chose to critically look at were the Turn Around and Transformation Models. After reviewing data, engaging in research and selecting a model, the Transformation Model was originally selected based on stakeholder group input, and the Planning Committee drafted a Transformational Plan based on constructs and founding principles as outlined

in section iv. The draft document, ***Felicita Transformation – Constructs and Foundational Principles*** - *A Synthesis of School Community Visioning and Research-based Reform Designs* is included in Appendix 3.i.e.

- School Improvement Grant writing began. This required contacting and clarifying information and plans in order to begin the writing process. Ongoing communication between stakeholders has been critical to the process.
- The School Improvement Grant was shared with the Felicita Planning Committee on May 19, 2010 after their visit to a school in Chula Vista engaged in the transformation reform model. Refinement and revisions were made after input from varied stakeholders.
- Negotiations – May 19, 2010 Negotiations between the district and the EEEA negotiations team were unsuccessful in coming to agreement re: longer school day, incentive pay and teacher evaluation system.
- Cabinet – May 24, 2010-Decision was made to adopt the Turn Around Model and move forward with this recommendation to the Board on May 26.
- School Improvement Grant submitted to EUSD's Board of Education; approved May 26, 2010
- School Improvement Grant submitted to the California Department of Education on May 27, 2010

Stakeholder Input Incorporated Into Felcita's Reform:

Parent input significantly influenced the components of Felicita's SIG plan.   As evidenced by the extensive list of parent suggestions in Appendix 3.xi.a, Felicita parents are informed, caring, and eager for the changes that are about to take place at their school.   Careful analysis of their input allowed their suggestions to be condensed into five high priority requests, all of which are either being incorporated into the project proposal if appropriate, or simply honored by the principal as valid requests.   The response to the six priority parent requests is described below.

- **Increased academic rigor** – Several components of the SIG project are precisely designed to increase academic rigor at the school. One example can be seen in the staff development activities that are planned for the site. Side by Side language arts and English language development instruction, as well as strategies from the WRITE institute will empower teachers to differentiate instruction, thereby providing the maximum level of challenge possible in the instruction of each student. The infusion of increased technology, both in the 1:1 iPod initiative and increased technology support provided by the Technology Specialist and now, full-time school computer technician, will automatically increase the rigor of everyday instruction at Felicita School. In addition, one of the criteria for selecting the subject area specialists will be high levels of expertise their respective content areas.   Their role will be to assist teachers with infusing the highest levels of rigor possible in the areas of language arts, social studies, math, science, English language development and technology. The combined efforts of the principal and the Turn Around Coordinator at

observing and coaching teachers on strategies for increasing rigor will also have a positive impact.

- **Smaller class size and no more combination classrooms** - While an overall reduction in class size is not fiscally feasible, creative thinking has resulted in a plan that insures that there will be no grade level combinations at Felicita, and at the same time provides for a limited amount of class size reduction to address special student needs. The project proposal includes three additional classroom teachers for the Felicita staff. Should student numbers suggest that a grade level combination class is required, the teacher(s) would automatically be assigned to teach a class, thereby eliminating the need for the combination. Any of the three teachers, who are not assigned to classrooms to counter the need for grade level combinations, may be utilized to reduce class size, either in a full year capacity or in a temporary, flexible intervention capacity.

- **Increased support for struggling students** – This will be accomplished in several ways. First, the assignment of the additional teachers for any reason – avoiding combinations, reducing class size for a full year, or providing intervention support, will positively impact students who are struggling. The staff development initiatives focused on differentiation will enable teachers to identify and provide the most appropriate level of rigor and instructional support for each student. The inservice that Felicita teachers will have on RtI and *Data-Driven Dialogue* will also result in increased support. In fact, the role of the Data Intervention Specialist will be to assist teachers with analyzing date in order to clearly identify student needs and to plan appropriate interventions. The 40 minutes of extended instructional time each day is intended to increase the time that students have for learning. Additional time, differentiated instruction, and smaller adult – student ratios will all address parents' request for increased support for struggling students.

- **More bilingual teachers** – The new principal has already stated her intent to insure that there is an increase in the number of bilingual teachers in Felicita's staffing formula. This would not be an appropriate expenditure for SIG funding, but is a valid request that will be honored. Because of the many parent workshops that teachers will provide for parents, she knows that it will be critical to have bilingual teachers who can present them. It is also a fact that the Escondido Union School District direction for staffing classrooms with students in Structured English Immersion is that teachers of CELDT level 1 and 2 students be bilingual.

- **More parent involvement and support for parents, improved school-home communication and increased family activities** – Specific personnel incorporated into the SIG proposal, as well as many of the activities supported by SIG funding directly address this area of concern for parents. The Student Asset Specialist will be instrumental in improving school-home communication. This teacher will be collaborating with the school parent liaison, volunteer parent coordinator, classroom teachers, and the principal to assist with a wide variety of extra-curricular student and family activities. S/he will also support parent communication as it relates to behavioral issues and many types of interventions to support students socially, emotionally and academically. There

will be another change at the school this year, not funded by the grant, but specifically to address parents' request in this area. The amount of counselor/social work time allotted the school this year will be increased from 2 days per week to five days. A parent restructuring committee will support more effective communication efforts and will be formed in the fall of 2010. The invitation to participate will be open to all parents, and some parents who are interested in being candidates signed up at the June 11, 2010 parent meeting. Finally, there are three significant parent education activities incorporated into the proposal. The Parent Institute for Quality Education 9 class series will be offered during year one and year two of the project. The Felicita teacher-led workshops to provide content preview and strategies for parents to use when helping their children at home are sponsored by the project. The third activity is the parent iPod loan program with appropriate instruction on how to care for and use the iPods. Overall, the six critical areas of parent concern have been incorporated into the proposal. As project implementation begins, the principal and the Turn Around Coordinator will insure that clear, open communication with this dynamic group of stakeholders continues. Parents will be informed of the contents of Felicita's Turnaround Plan. Both parent input that was incorporated into the plan, as well as parent input that was not incorporated into the plan along with the rationale will be shared with the Felicita parent community.

Teacher input can be categorized into three broad areas: environment and morale; support for parent communication; and requests that require additional personnel or purchases. Approximately 70% of requests made by teachers were incorporated into the proposal.

- **Environment and Morale** requests were phrased as follows: honest and positive collaboration, community building, supportive environment, high morale, all-staff buy-in, and flexibility requests phrased as teacher chosen professional development and ability to use supplemental materials to meet needs of our students. The project's teachers' selection process, as well as the professional development activities, beginning with the first two weeks of start-up activities, will start with building community, building buy-in, and cultivating honest and positive collaboration. The TIDES professional development on effective professional learning communities, the strategies to be learned in the *Data Driven Dialogue* inservice, as well as the tone already set by the new principal for open, honest communication, will all contribute to nurturing the critical, intangible affective features that teachers requested. Among the incentives for teachers will be a great deal of opportunity for flexibility in lesson development. Although most of the professional development, as the main capacity building component of the project, will not be self-selected, one of the incentives for student performance success will be the opportunity to visit high performing schools, and to choose between attendance at selected professional conferences.

- **Support for parent communication** - Both in the areas of time and parent/student/teacher contracts, is incorporated into the proposal in several ways to support communication. Increased planning and collaboration time, made possible by the addition of the subject area specialists, will provide additional time for personal communication with parents. More significant is the Student Asset Specialist, who will assist teachers with parent communication and the design of effective student-related contracts, either for study or behavior. The full-time counselor, increased from only one day a week in the current year, will also be able to support parent communication when appropriate. The extensive parent education activities will indirectly address the communication needs of both parents and teachers, as parents learn strategies to meet their communication needs with teachers.

- **Requests that require additional personnel or purchases** were numerous, but almost all of them have been incorporated into the proposal, at least in concept. The following is a list of the specific requests and an explanation of the way in which the project will address the needs or desires of teachers:

  o **School-wide MAP testing** – In addition to the purchase of the license, which was actually done with categorical funding, school-wide implementation of a computer-based assessment system requires a great deal of technological support and professional development in order for teachers to learn how to use the system efficiently and effectively. Felicita SIG funding will provide that support in the Technology Specialist, and in the four additional days of school computer technician time.

  o **Prep time, vertical and horizontal collaboration** – Both are incorporated via the daily hour of time made possible by the creative scheduling of the subject area specialists.

  o **TAG teams all day (At-Will hourly teacher support) and class-size reduction** are both addressed, at least in part, by the hiring of three additional teachers who will be assigned to reduce class size for intervention purposed, to prevent grade level combination classrooms, or purely for class size reduction.

  o While an **assistant principal** is definitely not provided by the grant, a second site administrator to provide teachers with instructional support and coaching, and to assist the principal with coordinating the many project activities, is provided in the Turn Around Coordinator.

  o **A full-time counselor/social worker** will be available next year, although this position is not funded by the SIG proposal. It is a critical piece of the overall project plan.

  o **More technology in each classroom** is incorporated into the grant, both with the 1:1 iPod initiative and the gradual replacement of the teachers' aging Mac Books over the three-year period.

  o In order to implement the 1:1 iPod initiative, a degree of **facility modernization** is required in the updating of the site's network infrastructure. The SIG proposal will replace the switches, access

points, patch cables, and system software, without which it would not be feasible to implement the iPod plan.

- o **Support teachers for science, math, English language development and technology** will all be available at Felicita next year. While the English Language Development Facilitator is funded by categorical funds, the math/science specialist and technology specialist, as well as the English language arts/social studies specialists are funded by the SIG project.
- o **Field trips** will be increased due to funding set aside in the SIG project for "education that extends beyond the classroom".

Student input was mainly inspired by the following four questions:

- What do you think we could do to help you learn more?
- What are you most looking forward to as a 5th grader next year?
- What do you really like about Felicita School?
- What dreams and plans do you have for yourself when you get older?

The following are responses from students that actually did get incorporated into the project proposal:

- **"more field trips" and "awards and stuff"** – The project proposal includes an annual budget allotment devoted to educational experiences that extend beyond the classroom, as well as to other educational incentives for students.
- **"a longer day doing fun stuff" and "more time for math"** - the 40 minutes of extended instructional time should address both of these requests.
- **"more computers and laptops, more writing on the computer"** – although the proposal does not fund computers for students, it does quadruple the time the school computer technician will have at the school. This should positively impact the amount of time that students have to write on the computer.
- **"more time for social studies and science", "more activities like science experiments"** – The extended days will assist with the time request. The language arts/social studies and math/science subject area experts should increase teachers' capacity to provide more "activities and projects like science experiments".
- **"more time with iPods"** – A major focus of the project is its 1:1 iPod initiative.
- "**more access to books and dictionaries**" – A high priority for the new principal to support academic rigor as well as student interests and student motivation for building a more positive and extensive reading culture that will support student achievement.

Rationale for not incorporating significant input into the proposal:

There were **three significant requests made by teachers** that are not incorporated into the project proposal. Two of them were for specialist teachers, and the third was for instructional assistants. The reason for prioritizing other requests over those is that

none of them, as presented, would contribute to increasing the capacity of teachers to ultimately resume instruction at a higher level of expertise. The first two requests are for specialist teachers who would *provide* instruction in enrichment areas such as music and/or art, and another who would *provide* physical education instruction to the students. Although the SIG proposal hires four specialist teachers, they are not primarily intended to be used to *provide* instruction, but to <u>assist teachers with increasing their capacity to offer highly rigorous, engaging instruction while gaining higher levels of content expertise throughout the three-year project</u>. There is also a sense of urgency regarding the need to support core subjects due to the current student achievement levels.

Since the goals of SIG funding, and the goals of the Escondido Union School District are to increase and sustain higher levels of teacher capacity, the decision was made to invest in specialists of core subject areas whose role would be to assist teachers with increasing their instructional capacity as described immediately above.

If the new Felicita staff has a need for building capacity in the area of physical education, a capacity-building alternative to hiring a PE teacher is available through a collaborative plan with EUSD's Educational Services Division and Felicita's Instructional Leadership Team. Felicita teachers will have the opportunity to participate in a San Diego County based physical education program entitled "SPARK" (Sports, Play and Active Recreation for Kids) Physical Education Program. SPARK focuses on the development of lifestyles, motor skills and movement knowledge, and social personal skills. SPARK is research based with clearly outlined curriculum, is teacher friendly, progressive and easy to implement. The objectives include being part of the solution to the overweight and obesity problems facing our youth, maximizing class activity time without sacrificing learning, and collaborating with other agencies, organizations and grant projects to pool resources and increase the effectiveness of interventions for providing healthy lifestyles. Equipment for the SPARK physical education program is provided for teachers who attend the professional development. SPARK is specifically for K-5 elementary teachers.

Recognizing the value and importance of visual and performing arts, EUSD's Educational Services coordinator responsible for the Visual and Performing Arts (VAPA) programs is committed to supporting Felicita by working with the principal and providing support through the San Diego County Office of Education's (SDCOE) VAPA coordinator. SDCOE will be able to provide professional development and support to content specialists and teachers as they plan together and integrate art into the curriculum content areas. SDCOE has successfully worked with other EUSD sites' leadership teams and teachers as they cognitively plan and implement the arts into core curriculum.

The hiring of instructional assistants to support student learning is dictated by the individual circumstances. At times, the district supports this request. Once again, the key factor was honoring the overall intent of the SIG and district's goals to increase teachers' capacity in order to sustain growth once the funds have ended.

The **parent request** regarding **"more mandatory parent volunteers"** cannot be enforced by our district**.** EUSD is unable to legally require parents to volunteer at sites. Felicita will continue to support the recruitment of parent volunteers and will continue to provide multiple opportunities for Felicita parents to become involved in the Felicita School Community.

Conclusion

As Felicita's Turn Around plan is implemented and refined over the next few months, its principal and instructional leadership team will continue to request and incorporate input from teachers, parents, students, and community members.   With the requirements of the Turn Around Model in mind, the goals of the district and SIG funding, the instructional leadership team will consider all input and base final decisions on their collective vision of a transformed Felicita School.   Priorities connected to many of the components discussed in this section are outlined in the draft of Felicita's Turn Around Model included in Appendix 3.i.e.

SIG Form 4a–LEA Projected Budget

Fiscal Year 2009–10

Name of LEA: Escondido Union School District	
County/District (CD) Code: 37-68098	
County: San Diego	
LEA Contact: Escondido Union School District	Telephone Number: (760) 432-2112
E-Mail: lsackfield@eusd4kids.org	Fax Number: (760) 735-2875
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries			
2000–2999	Classified Personnel Salaries			
3000–3999	Employee Benefits			
4000–4999	Books and Supplies			
5000–5999	Services and Other Operating Expenditures			
6000–6999	Capital Outlay			
7310 & 7350	Transfers of Indirect Costs	73,714	69,224	63,658
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		73,714	69,224	63,658

SIG Form 4b–Felicita School Projected Budget

Name of School: Felicita	
County/District/School (CDS) Code: 37-68098	
LEA: Escondido Union School District	
LEA Contact: Leila Sackfield	Telephone Number: (760) 432-2112
E-Mail: lsackfield@eusd4kids.org	Fax Number: (760) 735-2875
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	965,406	1,003,903	1,044,707
2000–2999	Classified Personnel Salaries	43,973	46,610	49,408
3000–3999	Employee Benefits	216,706	228,431	239,532
4000–4999	Books and Supplies	392,727	253,174	79,327
5000–5999	Services and Other Operating Expenditures	91,500	74,000	64,000
6000–6999	Capital Outlay			
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		1,710,312	1,606,118	1,476,974

SIG Form 5a

LEA BUDGET NARRATIVE
ESCONDIDO UNION SCHOOL DISTRICT
FOR FELICITA SCHOOL

Activity Description	Sub-Total for each activity	Object Code

INDIRECT COSTS
 	
The only funding held at the district level will be indirect costs.   The 2010-2011 rate is .0431. This rate was used to estimate the indirect costs for all three years of the grant:
 	
        Year 1 $73,714
        Year 2 $69,224
        Year 3   <u>$63,658</u>
 	
        TOTAL $206,596
	$206,596	**7310**

SIG Form 5b   FELICITA SCHOOL BUDGET NARRATIVE

The Felicita School SIG complements and supplements all other funding received by the school. With this funding, the following critical objectives have the potential to become a reality:
1- Extend the daily learning time of students in order to accelerate their learning;
2- Increase the capacity of teachers to provide highly engaging, differentiated instruction that is informed by the continuous use of data;
3- Infuse educational activity and assessment at Felicita School with high levels of motivating, research-based educational technology; and
4- Increase the knowledge level and capacity of parents to support students' learning.

Activity Description	Subtotal For each activity	Object Code

CERTIFICATED PERSONNEL SALARIES
 	
4 Subject Area Specialists   4 X 1.0 FTE
   1- Technology
   2- Student Asset
   3- Language Arts/Social Studies
   4- Math/Science
These teachers will observe and coach other teachers, do model lessons, present workshops, and lead teachers in data driven discussion and analysis of student achievement. The most highly experienced and highly qualified teachers are required for these positions. The first year estimate is calculated using Step 23, with B.A. + 60 or MA: $79,775. Years 2 and 3 include an estimate of 6% increase to cover step and possible change due to longevity bonus or cost of living increase. These four teachers will collaborate with two additional specialists funded by other sources at the school: Data Intervention Specialist and English Language Development Facilitator.   The single focus of this powerful team of six master teachers is to increase the capacity of classroom teachers to provide highly engaging, effective daily instruction. They represent, not a "workshop" for teachers, but three solid years of continual capacity building.
 	
Estimated salary cost of four subject area specialists:
Year 1   Year 2   Year 3
$319,100 $338,246 $358,540
	$1,015,886	1900

3 Class Size ReductionTeachers 3 X 1.0 FTE These teachers would serve one of two purposes, in either case effecting lower class size. A very strong request from Felicita parents during the needs assessment process, was that there be no more grade level combination classes. Another from parents, strongly echoed by the teachers during the needs assessment, was reduced class size. While current economic times make whole-school class size reduction impossible, the strategic deployment of four extra teachers to address carefully identified student needs, would have a tremendous impact. Above all, these teachers would ensure that no children would be placed in classes where the teacher is forced to try to deliver as much of two full standards-based curricula as possible (e.g., 3rd and 4th grade), within the amount of time allotted for one. These teachers would need to have proven themselves as highly effective classroom teachers with skill levels that would bring them success working with any grade level, and at times, providing intensive academic intervention. The estimate for year one salary in this case is calculated using Step 13, with B.A.+ 60 or M.A.: $70,339. Years 2 and 3 include an estimate of 6% increase to cover step and possible change due to longevity bonus or cost of living increase. These three teachers would participate fully as Felicita faculty members, attending all professional development activities and contributing to project activities equally with other teachers. Estimated salary cost of three class size reduction teachers: Year 1 Year 2 Year 3 $211,017 $223,678 $237,098	$671,793	1100
Turn Around Coordinator 1.0 FTE The Turn Around Coordinator will serve as the grant manager, responsible for project evaluation reports, and for assisting principal with coordinating all school resources. The need for this highly qualified, experienced co-administrator is based on several factors. For one, the transformation of Felicita School must be fast. Felicita's children cannot afford any wasted time, and the intensive financial support		

provided by SIG is temporary. The Escondido Union School district staffing formula provides for one administrator per school site. For this project to be effective, much more than one year's academic growth is required for every student every single year. To affect this result, professional development must be intensive, continuous, and job-embedded. Felicita's new principal's goals for teachers' professional development are extremely high. The expectations of her to ensure that those goals are accomplished are higher yet. Increasing the quality of data-based, differentiated instruction will require close monitoring. The principal's goal is to observe every teacher and conference with them a minimum of every six weeks. Most important of all, is the need to observe instruction daily and assist teachers with rapidly responding to changes that need to be made for optimum results in student learning. To accomplish these lofty goals, while overseeing the all of the normal administration of the school site, the principal will need help. The Turn Around Coordinator, as stated above, will assist by performing the extra administrative functions that are specific to the SIG project. The project evaluation component will be valuable and is essential to keeping SIG activities and performance goals on track, but it will also be extremely time-consuming. The Turn Around Coordinator will be able to perform that function, and also assist with coordinating the work of the subject area specialists, class size reduction teachers, and other support staff not funded by SIG, such as the counselor and parent liaison and volunteer coordinator. In addition, the Turn Around Coordinator will be invaluable in assisting the principal meet her high goals for teacher observations, conferencing and coaching. Estimated salary cost for year 1 for Turn Around Coordinator, using Step 7 of Certificated Management Schedule, including 20+ longevity bonus, is $111,489. Years 2 and 3 have each been augmented by 6% to provide for possible step, longevity or cost of living increases.		

Year 1	Year 2	Year 3		
$111,489	$118,179	$125,269	$354,937	1300

Increased Learning Time Learning time will be increased by two means. The Felicita SIG project will employ twelve part-time teachers on an hourly contract basis to work 500 hours each during the school year. The tremendous benefit of At-Will Teachers is that their schedules are entirely flexible. They may be used to teach before or after school, and to increase learning time during the day by working side by side with the regular classroom teacher to provide differentiated instruction exactly tailored to meet the individual needs of students. Each Teacher 500 hours X $30 = $15,000 Twelve Teachers = $180,000 Felicita's regular classroom teachers will also have the opportunity to provide increased learning time for their students. The SIG project will provide for up to 2 hours per week of additional instruction by each classroom teacher, for 20 weeks per year. This will allow for laser-focused instruction that is informed by data and the classroom teacher's observation of student performance during the day. Each teacher up to 40 hours X $30 hour = $1,200 Thirty teachers = $36,000 $180,000+$36,000=$216,000 X 3 years = $648,000	$648,000	1100
Start-up Professional Development The large percentage of professional development that will be provided over the three-year period of the project is job-embedded. Due to the district's early release policy and the Felicita principal's creative scheduling, Felicita teacher will also have the benefit of two-three hours per week for collaborative data discussions, lesson planning, and incremental inservice. The two-week start-up professional development time, scheduled for the two weeks immediately prior to school starting each year, in the only time planned for extensive, in-depth whole school professional development and team building. The first year agenda for these two essential weeks is in its initial planning phase, at this time is scheduled to include, but not be limited to the following professional development, all of which will have follow-up inservice throughout the school year:		

-Whole Staff Team Building/Goal Setting -Data-Driven Dialogue, presented by Laura Lipton, author of the book of same name (2 days) -WRITE Institute Inservice – Research-based writing program for English Learners, presented by Felicita's ELD Facilitator, a certified WRITE Trainer and Nationally Certified Teacher (1 day) -iPod training which includes instruction integration, lesson planning, goal setting, and classroom management related to iPod instruction -Leadership training to maximize the effectiveness of Grade level collaborative planning and formative assessment development Hourly salary cost for teachers $30 hour. Estimated salary cost for two-week start-up session: 40 teachers X 60 hours X $30 hour = $72,000 Total cost for Year 1, Year 2 and Year 3=$216,000	$216,000	1100

Leadership Team Incentive
True capacity building demands expanding leadership capacity of the Felicita teaching team. This team would collaborate in the decision-making process for all major activities at the school. The team would consist of representatives from every grade K-5, all of the subject area specialists, and up to two other purposefully selected members, for a total of 14 teachers. This hourly pay would compensate them for the many extra hours of planning, and additional hours of inservice that they will need to ensure that they are able to lead their colleagues in critical data-driven discussions and instructional planning.
   $30 hour for up to 60 hours annually = $1,800 each
      14 X $30 X 60 hours = $25,200 each year
Total cost for Year 1, Year 2 and Year 3 = $75,000
	$75,000	1100

Technology Nights for Parents The Felicita SIG project technology emphasis, including the 1:1 iPod initiative, promises to infuse the entire school community with excitement and valuable learning that will directly impact student performance and student motivation. Parents need to be fully included in the excitement and learning around the technology goals of the project. To address this need, the plan is to offer 3 technology classes per month for parents. The computer lab will		

be open and the Technology Specialist will support parents in learning about the computer and iPod technology that plays a major role in their children's everyday experience at school. There will be a motivating iPod loan incentive for a rotating group of participating parents. Extra Hours for the Technology Specialist 3 hours X 3 nights per month X 8 months = 72 hours X $30 hour (regular rate) = $2160 year Total cost for Year 1, Year 2 and Year 3 = $6,480	$6,480	1100

Teacher-presented Parent Education Classes
During the needs assessment process, parents specifically asked for help with strategies to support their children's academic work. These classes would occur at four strategic times during the year, and consist of two elements: a content preview of what will be taught at each grade level during the following 6 week interval, and strategies for supporting students in learning the identified content. Two classroom teachers from each grade level would work as a team to plan and deliver the workshops. Each workshop would be offered twice to ensure maximum parent participation: one session immediately after school, and a second session of same content in the evening. Teachers would be compensated for two hours of preparation time for each workshop.
    2 teachers per grade level = 12 teachers
    X 6 hours (2 two-hour sessions + 2 hours prep)
    X 4 workshops per year =
    = 288 hours X $30 hour = $8,640 per year
Total cost for Year 1, Year 2 and Year 3 = $25,920		

	$25,920	1100
TOTAL CERTIFICATED PERSONNEL SALARIES LISTED ABOVE $3,237,947		
CLASSIFIED PERSONNEL SALARIES School Computer Technician The current district staffing allocation of school computer technicians is now .2 FTE, or one day per week for each school site. Due to the technology emphasis of the transformation SIG project, a significantly higher level of support will be needed.		

The needs related to the 1:1 iPod initiative are self-explanatory. Increased computer use, and especially increased computer technology instruction, will multiply the demand for support from the school computer technician. Also significant is the school's expansion of the computer-based assessment system, MAP, from one grade to all grades in the coming year. The amount of support required by teachers who are new to the system is extremely high as they first begin to use it, and later learn to incorporate it into student goal-setting activities. SIG funding will increase school computer technician time from one day a week to five days. Using the salary of the current .2 FTE employee, and estimating a 6% increase each year for step and possible cost of living increase, the school computer technician salary estimates for the next three years are the following: Year 1 Year 2 Year 3 $43,973 + $46,610 + $49,408 = $139,991 Half-Time Project Clerk Felicita SIG project activities, record keeping, and evaluation requirements will involve the existing school office manager and other existing clerical support staff. The clerical demands related to a project of this magnitude are too great to be simply "added on" to the already full workloads of the school staff. For this reason, other district funding includes the hiring of a half-time clerk. All professional development and parent activities will require preparation, documentation and cost reporting. Clerical work for the initial purchase, processing, and inventory of the iPods, and MacBooks, as well as WRITE Institute books will be extensive. Additional clerical work that will be involved in implementing the project will also include establishing rotation systems for subject area specialists and class schedules for the twelve At-Will teachers who provided increased learning time. The principal and Turnaround Coordinator will coordinate the supplemental services of the SIG project clerk with existing clerical support. Projected cost is based on Step 6, Bilingual Clerk II salary (.5 FTE) on the Escondido Union School District salary scale. As with the other salaries above, a 6% increase in both salary and		

benefit rates are included in the estimates for years 2 and 3.		
Year 1 Year 2 Year 3		
$16,562 + $17,555 + $18,609 = $52,726		
(paid with other district funds)		
TOTAL CLASSIFIED PERSONNEL SALARIES **LISTED ABOVE $139,991**	$139,991	2400

EMPLOYEE BENEFITS

Benefits for the full-time salaried staff include Health and Welfare, currently capped at $10,000 per person per year, and statutory benefits that for all certificated staff, both full-time and hourly, include the following:

California State Teachers Retirement	.0825
Medicare	.0145
Unemployment	.0072
Workers Compensation	.018437

The total <u>Health and Welfare</u> costs for the full-time certificated staff (subject areas specialists, class size reduction teachers, and Turn Around Coordinator) is $90,000 per year (8 staff X $10,000) X 3 years	$240,000	3401

The following are details of the other benefits, using 2010-11 rates, and estimated 6% increases:

State Teachers Retirement	YR 1	YR 2	YR 3		
Subj Area Spec	26,326	28,696	31,277		
Class-size Reduc	17,409	20,114	21,924		
T A Coordinator	9,198	10,025	10,928		
STRS for Extra Hours:					
Increased Learning	17,820	18,889	20,022		
2-Wk Start-up	5,940	6 296	6,674		
Leadership Extra Hrs	2,063	2,186	2,317		
Parent Tech Nights	178	188	200		
Parent Classes Extra Hrs	713	755	801		
Total STRS by Yr	79,647	87,149	94,143	$260,939	3101

Certificated Medicare	YR 1	YR 2	YR 3		
Subj Area Spec	4,627	5,043	5,497		
Class-size Reduc	3,060	3,335	3,635		
T A Coordinator	1,617	1,868	1,979		
Medicare for Extra Hours:					
Increased Learning	3,132	3,319	3,519		
2-Wk Start-up	1,044	1,106	1,173		
Leadership Extra Hrs	363	384	407		
Parent Tech Nights	31	32	34		
Parent Classes Extra Hrs	125	132	140		
Total Medicare by Yr	13,999	15,219	16,384	$45,602	3301
Certificated Unemployment	YR 1	YR 2	YR 3		
Subj Area Spec	2,298	2,504	2,730		
Class-size Reduc	1,519	1,656	1,805		
T A Coordinator	803	927	1,101		
Unemployment for Extra Hours					
Increased Learning	1,555	1,648	1,747		
2-Wk Start-up	518	549	582		
Leadership Extra Hrs	180	190	202		
Parent Tech Nights	16	17	18		
Parent Classes Extra Hrs	159	168	178		
Total Unemployment by YR	7,048	7,659	8,363	$23,070	3501
Certificated Workman's Compensation	YR 1	YR 2	YR 3		
Subj Area Spec	5,883	6,412	6,989		
Class-size Reduc	3,890	4,220	4,621		
T A Coordinator	2,056	2,375	2,588		
Workman's Comp for Extra Hours					
Increased Learning	3,982	4,220	4,474		
2-Wk Start-up	1,327	1,406	1,491		
Leadership Extra Hrs	461	488	517		
Parent Tech Nights	40	42	44		
Parent Classes Ext Hrs	159	168	178		
Total Workman's Comp by YR	17,798	19,331	20,902	$58,031	3601

CLASSIFIED EMPLOYEE BENEFITS Benefits for full-time classified employees include <u>Health and Welfare</u>, currently capped at $10,000. .8 FTE of the School Computer Technician yearly $8,000 X 3 years = $24,000	$24,000	3402

Other Classified Benefits are paid at the following rates and detailed as follows:

PERS		.10707	
Social Security		.062	
Medicare		.0145	
Unemployment		.0072	
Workers Comp		.018437	
PERS Reduction		.02313	

	YR 1	YR 2	YR 3		
				$15,221	3212
PERS	4,708	5,104	5,409	$8,813	3312
Social Security	2,726	2,954	3,133	$2,061	3322
Medicare	637	691	733	$1,022	3502
Unemployment	316	342	364	$2,622	3602
Workers Comp	810	880	932	$3,288	3802
PERS Reduction	<u>1,017</u>	<u>1,102</u>	<u>1,169</u>		
Benefits by year	$10,214	$11,073	$11,740		

Total Classified Benefits incl H & W $57,027
TOTAL EMPLOYEE BENEFITS $684,669

<u>BOOKS AND SUPPLIES</u>
<u>Books and Other Reference Materials (4200)</u>
Library books and dictionaries requested by students during needs assessment   **4,916**
Books as awards/incentives for students and parents   **3,000**
Class sets of books for implementing English Learner Writing curriculum –WRITE Institute – one time purchase during initial year of implementation (3 class sets of 5 titles per grade level at $12 per book + 8.75% tax and 10% shipping:)
Kindergarten   25 students x 5 x 3 x $12 = $4,500
1st Grade   25 students x 5 x 3 x $12 = $4,500
2nd Grade   25 students x 5 x 3 x $12 = $4,500
3rd Grade   25 students x 5 x 3 x $12 = $4,500
4th Grade   32 students x 5 x 3 x $12 = $5,760
5th Grade   32 students x 5 x 3 x $12 = <u>$5,760</u>
 TOTAL WRITE INSTITUTE BOOKS $29,520
                    8.75% Tax   2,583

10% Shipping __3,210__
$35,313
TOTAL YEAR ONE 4200 **$43,229**
 	
Year 2 Books and Other Reference Materials:
Continued augmentation of library materials   7,991
Continued books as awards/incentives   __3,000__
     TOTAL YEAR TWO 4200 **$10,991**
Year 3 Books and Other Reference Materials:
Continued augmentation of library materials   6,849
Continued books as awards/incentives   __3,000__
     TOTAL YEAR THREE 4200 **$ 9,849**
 	
4200 for Years 1,2 and 3 :
$43,229 + $10,991 + $9,849 = $64,069
 	
Materials and Supplies (4300)
A major component of the Felicita SIG project is its 1:1 iPod initiative. During year one of the project iPods will be purchased for 3rd-5th grades, all teachers, and 30 will be purchased for the parent education classes, to be loaned on a rotating basis as an incentive for attendance at parent classes.
The costs of the iPods are as follows:
 IPods for 4th & 5th grade classrooms of 32 (Gr 4-5)
: Charging cart w/ 20 iPods   7,069
 12 additional iPods   2,988
 32 iPod cases   1,056
 32 Shure mics   1,408
 32 Headphones   __256__
          $12,777
Estimated cost to supply one classroom of 25 (K-3):
  Charging cart w/ 20 iPods   7,069
  5 additional iPods   1,245
  25 iPod cases   825
  25 Shure mics   1,100
  25 Headphones   __200__
         $10,439
YEAR ONE PURCHASES (4300):
$12,777 x 9 4TH & 5TH grade classes $114,993
$10,439 x 5 3rd grade classes $ 52,195
Set of above (minus cart) for 40 teachers $ 13,360
30 iPods for Parent Ed (incl chargers) __$ 12,000__
Total iPod Purchase for Year 1 $192,548
	$64,069	4200

Student Awards/Incentives-Yr 1 $ 4,000 Network Switch Components * $ 6,900 TOTAL YEAR ONE PURCHASES **$203,448** *During the first year of the project, the network infrastructure at Felicita School will require some upgrades to support the 1:1 iPod project. The total estimated cost of the upgrades is $91,300. This is a one-time investment in the fiscal areas of supplies (4300), non-capitalized equipment (4400), and operating expenses for systems management license (5800). Without these upgrades the 1:1 iPod initiative would not be able to be implemented. YEAR TWO PURCHASES (4300) iPods-Grades K-2 (15 classes x $10,439) $156,585 20 replacement iPods (20 x $334) $ 6,680 Student Awards/Incentives $ 4,000 TOTAL YEAR TWO PURCHASES **$167,265** YEAR THREE PURCHASES (4300) 20 replacement iPods (20 x $334) $ 6,680 Student Awards/Incentives $ 4,000 TOTAL YEAR THREE PURCHASES **$10,680** Years 1,2,3: $203,448 + $167,265 + $10,680 = $381,393 **Non-capitalized Equipment (4400)** Non-capitalized equipment purchases consist of two types of equipment: one-time network upgrade equipment, and MacBooks for students and teachers. The need for the network upgrade is discussed above. Teachers at Felicita school have aging laptops in their classrooms. Through the course of the three years of this project, 40 MacBooks will be purchased for teachers. To support the projects goals of increasing the total technological knowledge, skill levels, and computer-based assessment of Felicita students, a rolling lab with 32 MacBooks will be purchased each year, with an additional lab cart and a total of 45 student MacBooks over the project period. This will greatly increase students' access to computers for research	$381,393	4300

and writing projects, and also very critical to the Turnaround model, the expanded use of the school's computer-based assessment system, MAP.
 	
YEAR ONE PURCHASES
Rolling lab w/Bretford Cart, 32 MacBooks,
    APA for MacBook, and e-waste $37,787
Bretford Cart w/ 15 MacBooks
    APA for MacBook and e-waste $18,693
15 Teacher MacBooks x $9,780 $14,670
 Network Upgrade Equipment
    Switch Components   39,900
    Wireless Access Points 26,000
    Access Point Manager   4,500
    Patch Cables   4,500
Total Network Upgrade Equipment $74,900
TOTAL YEAR 1 PURCHASES (4400) **$146,050**
 	
YEAR TWO PURCHASES
Rolling lab w/Bretford Cart-32 MacBooks $37,787
20 MacBooks w/ APA & e-waste x $1123 $22,461
15 Teacher MacBooks x $978 $14,670
TOTAL YEAR 2 PURCHASES (4400) **$74,918**
 	
YEAR THREE PURCHASES
Rolling lab w/Bretford Cart-32 MacBooks $37,786
10 MacBooks w/APA & e-waste x $1123 $11,231
10 Teacher MacBooks x $978 $ 9,780
TOTAL YEAR 3 PURCHASES (4400) **$58,798**
Yrs 1, 2, 3
$146,050 + $74,918 + $58,798 = $279,766
 	
Services and Other Operating Expenses (5000)
 	
<u>Travel and Conference</u>
Opportunity for professional growth is a key teacher incentive in the Turnaround model. The Felicita SIG project is comprised of professional development experiences that are both job-embedded and inservice-based. In addition, SIG will provide funding to send Felicita teachers to professional conferences each year of the project.
$16,000 X 3 years = $48,000
An important annual conference that will support Felicita's emphasis on technology will be the annual
	$279,766	4400

Computer Users in Education (CUE) conference. In the recent years of extremely tight school budgets, teacher conference attendance has been severely reduced. This component of the SIG project will be an important incentive for attracting and retaining teachers at Felicita School. The site's acceptance of the responsibility for conference attendance during the 3rd year of the project is evidence of its commitment to continue to attract and retain excellent teachers, even after the funding has ended.	$48,000	5200
Transfer of Direct Costs (5700) Both teachers and students expressed requests for learning experiences that reach beyond the classroom walls. For this reason, $10,000 is allocated each year to pay for bus transportation for educational field trips to enrich the students learning experiences. Field trips will have pre-taught learning objectives, carefully guided instructional experiences, and follow-up reinforcement activities such as written and oral reports. 3 years x $10,000 = **$30,000** (5700)	$30,000	5700
Professional Consulting Services and Operating Expenses (5800) For true reform, technical assistance from an expert external university source is considered a high priority. The district has selected TIDES, the "critical friend" described in the planning process of the narrative, to provide that technical assistance. TIDES will provide annual professional development with a focus on leadership development and formative assessment. Felicita staff will have the benefit of 20 days of professional development each year. In addition, a TIDES consultant will serve on the new governance team. $1,500 day x 20 days = $30,000 x 3 years = $90,000 TOTAL TIDES CONSULTING **$90,000** Parent education is a high priority for the Felicita SIG project. In addition to the technology education, and academic support classes offered by Felicita teaching staff throughout the year, the Parent Institute for Quality Education will be contracted to offer a 9-week series of classes during years 1 and		

2. The topics of the classes include the following: home-school collaboration, self-esteem and academic achievement, positive discipline, academic standards, and the school system and college requirements. Each year 100 Felicita parents will graduate from the Parent Institute. The cost of the institute is $100 per parent.
TOTAL PARENT CONSULTANTS
100 parents x $100 = $10,000 x 2 years = **$20,000**
 	
The only other outside professional development consultant to be funded by SIG is the Laura Lipton workshop on Data Driven Dialogue. The content learned and skills developed in this two-day workshop will form the basis of the on-going discussions of student performance data and instructional strategy modification that will effect the changes needed to increase academic achievement at Felicita School. The cost of this workshop is $8,000. There will be continual reinforcement and expansion of the principles learned throughout the 3-year project period.
 TOTAL Laura Lipton = **$8,000**
Summary of Consultants for 3-Year Period:
TIDES $90,000
Parent Institute $20,000
Laura Lipton   <u>$ 8,000</u>
               $118,000
 	
ADMISSIONS for Field Trips each year
               $4,000 x 3 years = **$12,000**
 	
STUDENT ASSEMBLIES
               $4,000 x 3 years = **$12,000**
 	
NETWORK SYSTEMS MANAGEMENT LICENSE
               Year 1 only = **$9,500**
 	
(Total 5800)
$118,000+$12,000+$12,000+$9,500 = $151,500		

	$151,500	5800
	$4,793,404	
TOTAL SCHOOL BUDGET		

SIG Form 6–General Assurances and Certifications

General Assurances
(Required for all Applicants)

Note: All sub-grantees are required to retain on file a copy of these assurances for your records and for audit purposes. Please download the General Assurances form at http://www.cde.ca.gov/fg/fo/fm/. Your agency should **not** submit this form to the CDE.

Certifications Regarding Drug-Free Workplace, Lobbying, and Debarment and Suspension

Download the following three forms from http://www.cde.ca.gov/fg/fo/fm/, and obtain the necessary signatures and include the original forms with your application submission.

1.	Drug-Free Workplace
2.	Lobbying
1.	Debarment and Suspension

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations* (*CFR*) Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
  - a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
  - b. Establishing an on-going drug-free awareness program to inform employees about:
    1. The dangers of drug abuse in the workplace
    2. The grantee's policy of maintaining a drug-free workplace
    3. Any available drug counseling, rehabilitation, and employee assistance programs
    4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
  - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
  - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
    1. Abide by the terms of the statement
    2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
  - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
  - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
    1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
    2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
  - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address. city, county, state, zip code)

Escondido Union School District	Felicita Elementary School
2310 Aldergrove Avenue	737 W. 13th Avenue
Escondido, CA 92029	Escondido, CA 92025

Check [ ] if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the

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identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: ___Escondido Union School District___

Name of Program: ___School Improvement Grant___

Printed Name and Title of Authorized Representative: ___Jennifer Walters, Superintendent___

Signature: ___Jennifer Walters___   Date: ___May 17, 2010___

CDE-100DF (May-2007) - California Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov I 916-323-1544

Last Reviewed: Wednesday, May 05, 2010

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California Department of Education (http://www.cde.ca.gov/fg/fo/fm/lobby.asp)
Page Generated: 5/14/2010 12:59:18 PM

Lobbying

Certification regarding lobbying for federal grants in excess of $100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:
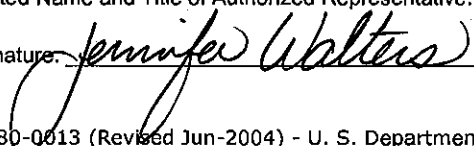
a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying." (revised Jul-1997) in accordance with its instructions;

c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: ___Escondido Union School District_____

Name of Program: ___School Improvement Grant_____

Printed Name and Title of Authorized Representative: ___Jennifer Walters, Superintendent___

Signature: *Jennifer Walters*   Date: ___May 17, 2010___

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

Last Reviewed: Tuesday, February 24, 2009

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Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," " person," "primary covered transaction," " principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: ___Escondido Union School District_____

Name of Program: ___School Improvement Grant_____

Printed Name and Title of Authorized Representative: ___Jennifer Walters, Superintendent___

Signature: ___*Jennifer Walters*_____   Date: ___May 17, 2010_____

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;

2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;

3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

4. Report to the CDE the school-level data as described in this RFA.

5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.

6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.

7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.

8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.

9. The applicant will use funds only for allowable costs during the sub-grant period.

10. The application will include all required forms signed by the LEA Superintendent or designee.

11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).
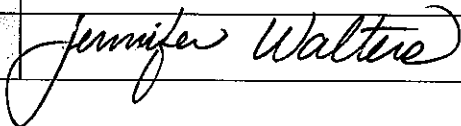
SIG Form 7–Sub-grant Conditions and Assurances (page 2 of 3)

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.

13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.

14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.

15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html (Outside Source)

16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.

17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.

18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.

19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.

20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.

21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

SIG Form 7–Sub-grant Conditions and Assurances (page 3 of 3)

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	Escondido Union School District
Authorized Executive:	Jennifer Walters
Signature of Authorized Executive	*Jennifer Walters*

SIG Form 8–Waivers Requested

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 24 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

X   Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

> **Note**: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

❑ "Starting over" in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to "start over" in the school improvement timeline. (**Note**: This waiver applies to Tier I and Tier II schools only)

❑ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note**: This waiver applies to Tier I and Tier II schools only)

SIG Form 9–Schools to Be Served

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note**: An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY) Turnaround	Restart	Closure	Transformation	WAIVER(S) TO BE IMPLEMENTED Start Over	Implement SWP	PROJECTED COST
Felicita Elementary	37-68098-6038202		X			X						$5,000,000

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School
Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Felicita   Tier: I   (circle one)

Intervention Model: **X** Turnaround □ Restart □ Closure □ Transformation

Total FTE required: __0__ LEA __10.3__ School __0__ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
RP	New principal selected and participating fully in the planning process for Felicita School.	April, 2010				Superintendent
SS	With complete flexibility new principal screened all existing staff and the replacement of approximately 70% of the staff is in process.	May – August 2010				Principal, Assistant Superintendent Human Resources
GS	Selection of a Turnaround Coordinator who will assist principal with coordination and oversight of all project activities and take full responsibility for all evaluation requirements.	Hire: August, 2010

Service: 2010-2013 | $430,402 | | | Principal, Assistant Superintendent Human Resources |

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
PD SCO	Selection of 4 subject area specialists to provide teachers job-embedded PD on powerful instructional strategies, differentiated instruction, and the use of data and assessment to continually inform assessment. 4 specialists will serve in the areas of Technology, Language Arts/Social Science, Math/Science and Student Asset* development. Student Asset Specialist will assist teachers with learning to address students' socio-emotional needs, to collaborate with parents and community and students to inspire positive students behaviors, and to effectively address behavioral issues that do arise.	Hire: August 2010 Service: August 2010-June 2013	$1,264,168			Principal

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
PD SD	Selection of Data Intervention specialist to provide teachers job-embedded staff development, as well as to support the continued use of data to inform and differentiate instruction.	Hire: June-August 2010 Service begins August 2010			Site categorical funds (permanent staff member)	Principal
ILT RPR	Select 3 Class-Size Reduction Teachers who will increase learning time by reducing the adult student ratio and providing target intervention to support the RTI model. The addition of these 3 teachers to Felicita staff will also guarantee that there will be no grade level combination classes.	Hire: August 2010 Service: August 2010-June 2013	$848,971			Principal Turnaround Coordinator

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
PD SCO	Extension of School Computer Technician service from .2 FTE to full-time. This will support all technology advances at the school, including the 1:1 iPod initiative, and the increased use of computers for instruction and assessment, as well as for parent education.	April, 2010	$197,014			Principal

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
SS PD	Select a leadership team who will collaborate regularly with the principal and the Turnaround Coordinator regarding decisions related to the instructional initiatives, professional development, school-wide systems and protocols, awards and incentive programs for staff, students and parents.The leadership team members will play a key role in the design, implementation and evaluation of all aspects of the SIG project and of Felicita School's transformation. The leadership team will be a key communication link between the principal, Turnaround Coordinator and the grade level teams.	August, 2010 – June, 2013	$84,758			Principal

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
GS	Establish an alternative Governance Team that will oversee the implementation of the full transformation of Felicita School. The Governance Team, consisting of the Assistant Superintendent of Educational Services, an Ed. Services Coordinator, a Technology and Media district representative, and a TIDES educational consultant, will visit the school a minimum of 4 times per year, and review quarterly and annual evaluation reports. At least one member of the team will also meet monthly with the principal and/or Turnaround Coordinator.	August, 2010 - June 2013				Superintendent, Assistant Superintendent of Educational Services

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	**LEA**		
SD IP	Upgrade site technology network to accommodate 1:1 iPod initiative, computer-based assessment program, and increased technology instruction.	September, 2010	$91,300		District Information Systems and Educational Technology Staff	Principal Director of Media Services
IP	Books for Student Reading Incentives	Award ceremonies 2010-2011 $3,000 2011-12 $1,578	$9,000		Site Library Technician	Turnaround Coordinator
IP	Augmentation of site library book collection	2010-2011: $4,916 2011-2012: $7,991 2012-2013: $6,849	$19,756		Site Library Technician Site Teacher Input Student Input	Principal

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
IP	1:1 iPod initiative - Purchase class sets of iPods with charging carts, cases, microphones, and headphones.	2010-11 Grades 3-5 2011-2012 Grades K-2 2012-2013 Replacement I-Pods	$180,548 $163,265 $6,680		District Educational Technology Staff and Site Library Tech	Turnaround Coordinator Principal
PD SOC	iPods (30) to be loaned to parents for 6 week periods – used as incentives for attendance at parent workshops. Training will be provided by the Technology Specialist	Purchase: August 2010-11	$12,000		Technology SubArea Specialist	Turnaround Coordinator Principal
ILT	Student Awards/Incentives range of awards – to include but not be limited to trophies, technology related incentives.	2010-11 2011-12 2012-13 $4,000 each year	$12,000		Teacher input Parent Input	Turnaround Coordinator Principal

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
PD SOC	Tech Nights for Parents – The School Computer Lab will be open 3 nights per month and the Technology Specialist will offer computer instruction/support for parents.	Sept. – May, 2010-2013	$7,335		Parent Liaison	Turnaround Coordinator
PD SOC ILT	Felicita teachers will offer 4 parent workshops for each grade level each year. Workshops will preview content to be taught during the 6-week period that follows, and teach parents strategies to reinforce them.	Oct-Mar, 2010-2013	$29,596		Parent Liaison	Turnaround Coordinator

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
PD IP	WRITE Institute Training during initial teacher inservice (Start-Up). 4 follow-up/planning sessions each year during professional development time that is embedded in the regular school day. Purchase class set of books needed to implement WRITE.	August, 2010 2010-2013 August, 2010	Included above $35,313		EL Staff-Development Facilitator will provide trainings and follow-up support.	Principal Turnaround Coordinator

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
ILT	Increased Learning Time will be provided by two means: (1) a team of 12 part-time teachers (termed "At-Will" by EUSD) who support the RTI model; (2) 1,200 hours each year of before- and after-school instruction by Felicita's regular classroom teachers. (The At-Will teachers will have varying schedules that will support increased instructional time before, during, or after school.)	Sept. – May, 2010-2013	3-year cost $732,327		Professional development time built into regular schedule. Subject area specialist will provide training and follow-up support.	Principal Turnaround Coordinator

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
PD IP	Job embedded professional development will be addressed in several ways: (1) coaching by and collaboration with the ELD, Technology, ELA/Social Studies, and Math/Science subject area specialists; (2) a minimum of 2 ½ hours of weekly grade level and/or site inservice time built into regular teaching schedules (Topics will include: formative assessments, differentiated instruction, WRITE institute, student asset inservice, and technology inservice.) (3) "Collegial Conversations" (teacher conferencing) with principal about instruction and student performance data every 6 weeks.	2010-2013			Professional development time built into regular schedule. Subject area specialist will provide training and follow-up support.	Principal Turnaround Coordinator

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
RPR SD IP	Start-Up Professional Development Extensive, in-depth, whole school inservice that will include but not be limited to Data Driven Dialogue, presented by its author Laura Lipton;	2 weeks prior to start of school-2010, 2011, 2012	$8,000		District educational technology staff, and site and district area specialists will also contribute to the inservice.	Principal Turnaround Coordinator
	WRITE Institute inservice; iPod training; leadership and formative assessment training via TIDES; strategies for using data to inform and differentiate instruction; powerful instructional strategies especially designed to meet the needs of English Learners and students with disabilities.	August, 2010	$244,106			
	Consultant, Laura LiptonTeacher compensation – 3 year totalTIDES (professional consultants)	2010-2013	See below			

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
GS SD PD SCO IP	Contract professional consulting services by an expert university source. TIDES has been selected to provide annual professional development on leadership and formative assessment as well as on-going consultation with Felicita's alternative Governance Team. TIDES will provide 20 days of professional development each year, beginning with a portion of the 2 weeks Start-Up session.	$30,000 each year	Total 3 - year cost: $90,000			Principal

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
IP SD	Expansion of site computer Inventory via purchase of a total of 4 rolling labs with Bretford carts and 32 MacBooks each. An additional 13 MacBooks will also be added to the classroom inventory over the 3-year period. In addition, a total of 40 MacBooks will be purchased for Felicita teachers and subject area specialists over the 3-year period. This increased availability of computers is critical to the school-wide implementation of MAP, the computer-based assessment system that will be used for benchmark assessment, as well as to increase use of technology in all instruction.	2010-11 $71,150 2011-12 $74,918 2012-13 $58,798	Total 3 year cost: $204,866			Turnaround Coordinator

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
PD SCO	Contract The Parent Institute for Quality Education to provide a 9-week series of classes for parents during each of the first two years of the grant. The topics include the following, but are not limited to: home-school collaboration, self-esteem and academic achievement, positive discipline, academic standards, the school system and college requirements. Each year 100 Felicita parents will graduate from the Institute. The school principal and Turnaround Coordinator will work closely with the parent liaison to reinforce the information provided by the Parent Institute, continue to expand parent education opportunities, and nurture the motivation that is created by the Institute.	2010-11 $10,000 2011-12 $10,000	Total cost $20,000			Turnaround Coordinator

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
IP	Provide for a variety of learning opportunities "outside the classroom walls". SIG funding will provide buses and admission for educational field trips, as well as for educational assemblies on the school premises.	$18,000 each year	Total 3-year cost: $54,000			Principal
RPR	Provide teacher incentive and professional growth opportunity by sponsoring conference attendance. Conferences such as Computer Using Educators (CUE) will be encouraged.	$16,000 per year	Total 3-year cost: $48,000			Principal
	LEA Indirect Costs			$206,595		Director of Accounting
		SUB TOTALS	$4,793,405	$206,595		
		GRAND TOTAL	**$5,000,000**			

SIG Form 11–Implementation Chart for a Tier III School, (if applicable)

Implementation Chart for a Tier III School

School:

Intervention Model: □ Turnaround □ Restart □ Closure □ Transformation

□ Other _____

Total FTE required: _____LEA _____ School _____ Other

Services & Activities	Timeline	Projected Costs School LEA		Other Resources	Oversight (LEA / School)

*** NOT APPLICABLE ***

School Improvement Grant (SIG)

Appendix

Appendix 3.i.a
April 13 – 14, 2010 Planning Committee Meeting Agendas

ESCONDIDO UNION SCHOOL DISTRICT
Educational Services

Felicita/TIDES Planning Meeting
April 13-14, 2010 8:30 a.m. – 3:00 p.m.
CGEC Maple Room

Team Members

Tom Borer – District Technology TOSA
Zoe Carpenter – Board Member
Janet Chrispeels – TIDES
Julie Fernandez – Felicita, Teacher
Joan Gardner – Board Member
Jeanine Gostenhofer – Felicita,
    Teacher
Monique Grauer – Felicita, Teacher
Brenda Jones, Facilitator – Asst. Supt,
    Educational Services
Romero Maratea – EEEA President

Sarah Martinez - Felicita, Teacher
Kathy Morris - Rock Springs, Principal
Anita Roberts – Felicita, Teacher
Leila Sackfield – Coordinator, Student
    Learning Support
Harriet Sibley – Felicita, TOSA
Beverly Swingle – Felicita, Teacher
Susie VanHouten – Coordinator,
    BTSA/GATE
Jennifer Walters, Superintendent

AGENDA – Day 1

Welcome/Introductions/Norms	8:30 – 9:00 a.m.
Purpose	9:00 – 9:20 a.m.
Felicita Panorama, *What's Great About Felicita*	9:20 – 10:30 a.m.
Break	10:30 – 10:45 a.m.

The Starting Line, *Read articles*
    - *A Well-Rounded Education for a Flat World*, by Richard H. Hersh
    - *40,000 teachers give their views…*   10:45 – 11:15 a.m.

A Vision for School Reform
    - *Brainstorm ideas and give rationale, chart info*   11:15a.m. – 12:15 p.m.

Lunch (will be provided)			12:15 – 1:00 p.m.

Groups - *Report their ideas and rationale*   1:00 – 2:00 p.m.

Reform Models that have made a difference
    - take notes re: key components of model   2:00 – 2:45 p.m.

Reflections/Wrap Up   2:45 – 3:00 p.m.
Homework/Reading*: Reform Models and Intervention Models*

Felicita/TIDES Groups

Group 1	**Group 2**	**Group 3**	**Group 4**
Leila	Susie	Janet	Kathy
Zoe	Joan	Tom	Beverly
Sarah	Julie	Harriet	Jeanine
Monique	Jennifer	Anita	Romero

AGENDA – Day 2

Welcome   8:30 – 8:45 a.m.

Reform Models Making a Difference
    ES21 Article   8:45 – 9:15 a.m.

Group Work *
    Individual groups complete work
    Small groups meet together (Groups 2 & 4) (Groups 1& 3)   9:15 – 11:30 a.m.

Groups begin reporting out
    Look for commonalities – What does it look like?   11:30 a.m. – 12:00 p.m.

Lunch (will be provided)   12:00 – 12:45 p.m.

Continue Synthesis of Information   12:45 – 1:30 p.m.

Intervention Models Timeline   1:30 – 2:00 p.m.

Next Steps   2:00 - 2:45 p.m.

Schedule of Upcoming Meetings   2:45 – 3:00 p.m.

- Groups determine break period

Appendix 3.i.a

April 30, 2010 Planning Committee Agenda

ESCONDIDO UNION SCHOOL DISTRICT
Educational Services
Felicita/TIDES Planning Meeting
April 30, 2010 8:30 a.m. – 3:00 p.m.
CGEC Maple Room

Team Members

Tom Borer – District Technology TOSA
Zoe Carpenter – Board Member
Janet Chrispeels – TIDES
Julie Fernandez – Felicita, Teacher
Joan Gardner – Board Member
Jeanine Gostenhofer – Felicita,
   Teacher
Monique Grauer – Felicita, Teacher
Brenda Jones, Facilitator – Asst. Supt,
   Educational Services
Romero Maratea – EEEA President

Sarah Martinez - Felicita, Teacher
Kathy Morris - Rock Springs, Principal
Anita Roberts – Felicita, Teacher
Leila Sackfield – Coordinator, Student
   Learning Support
Harriet Sibley – Felicita, TOSA
Beverly Swingle – Felicita, Teacher
Susie VanHouten – Coordinator,
   BTSA/GATE
Jennifer Walters, Superintendent

AGENDA

Welcome/Greetings   8:30 – 8:45 a.m.

Activity Update   8:45 – 9:30 a.m.
- All members will share what they have done pertaining to Felicita
   since the April 14 meeting
- Felicita Staff Dreams - *Felicita teachers*
- Felicita Student voices – *Kathy Morris*

Transformational Model Review – *Brenda Jones*   9:30 – 10:15 a.m.
- Felicita Staff selection process and discussion,
   Felicita teachers, Romero Maratea

Break   10:15 – 10:30 a.m.

Review our previous work compiled on the Logic Model of
   Design-based Instructional Improvement   10:30 – 11:00 a.m.

Basic Constructs – *Jennifer Walters, Brenda Jones, Leila Sackfield, Kathy Morris*	11:00 – 11:30 a.m.
Lunch (will be provided)	11:30 – 12:15 p.m.
Review Logic Model for Instructional Improvements and constructs *Small groups*	12:15 – 12:45 p.m.
Review of Felicita student data – *Small groups*	12:45 – 1:30 p.m.

Review of Felicita student data – *Small groups*   12:45 – 1:30 p.m.
- Discussion
- Set goals

Extended learning time options, School schedule   1:30 – 2:30 p.m.

Next Steps/Closure   2:30 – 3:00 p.m.

Felicita/TIDES Groups

Group 1	**Group 2**	**Group 3**	**Group 4**
Leila	Susie	Janet	Kathy
Zoe	Joan	Tom	Beverly
Sarah	Julie	Harriet	Jeanine
Monique	Jennifer	Anita	Romero

ESCONDIDO UNION SCHOOL DISTRICT
Educational Services
Felicita/TIDES Planning Meeting
April 13-14, 2010 8:30 a.m. – 3:30 p.m.
CGEC Maple Room

MINUTES

Team Members
Brenda Jones, **Facilitator** – Assistant Superintendent, Educational Services

Group 1	Group 2	Group 3	Group 4
Leila Sackfield - Coordinator, Student Learning Support	**Julie Fernandez** - Felicita, Teacher	**Harriet Sibley** – Felicita, TOSA	**Kathy Morris** - Rock Springs, Principal
Zoe Carpenter - Board Member	**Joan Gardner** - Board President	**Tom Borer** - District Technology, TOSA	**Romero Maratea** - EEEA President
Sarah Martinez- Felicita, 3rd Grade	**Susie VanHouten** - Coordinator, BTSA/GATE	**Anita Roberts** - Felicita, Kindergarten	**Jeanine Gostenhofer** - Felicita, Speech/Language Pathologist
Monique Grauer - Felicita, Teacher	**Jennifer Walters** - EUSD Superintendent	**Janet Chrispeels** - TIDES	**Beverly Swingle** - Felicita, Teacher
	Brenda Jones		

Minutes – Day 1

Welcome/Introductions/Norms
Reviewed folder with agenda for next two days
Opportunity for all the share our thoughts and opinions; remain transparent; work together as a team
Learning and understanding of our group roles and the great things happening at Felicita
Members and what they feel they bring to this team:
Tom Borer – technology & elementary experience
Susie VanHouten – support through ideas and development of a plan
Romero Maratea – passion for curriculum/instruction; bring ideas & transparency for all teachers
Kathy Morris – Felicita's new principal; support the growth of the school through leadership
Harriet Sibley – knowledge of the rich history of Felicita

Janine Gostenhofer – represent students with disabilities; technology
Beverly Swingle – ensure ideas of this team are do-able & advocate education of whole child
Anita Roberts – strong belief of education of whole child
Monique Grauer – assist with the change
Sarah Martinez – assist with the change and be a part of the team
Julie Fernandez – chose to be a part of the team & assist with change
Leila Sackfield – love of the school & experience with opening a new school
Zoe Carpenter – listen and absorb the process of thinking outside the box
Jennifer Walters – cares strongly for the school/district & to support this system change through communication
Janet Chrispeels – TIDES representative; act as a partner to help team think outside the box; set new groundwork to move forward and reinvent our school
Brenda Jones – facilitator of group; sees the opportunity to accept the challenge, bring a lot of information to the group to consider, record and resolve the big issues and turn the seemingly negative label into a positive outcome
Watch *Building Airplanes in the Sky*
Shannon recorded the norms for the group
Confidentiality
Open and active listening
So what?
Respect each other and other's ideas
Presume positive intent
Say what you want to say
Stick to the schedule

Purpose
Interview of Jennifer Walters by Brenda Jones
What is you thinking and approach to this designation?
First thought = Here we go again.
And then Jennifer had many conversations with various people about this sanctioned-based approach to education; she's never necessarily agreed with this approach
On national and state agendas for education and being a rule follower
Limited value, but when we hear research-based strategies we try to give it all we have
Understand how to support the national/state programs – determine how we can own this process in the best way; change the language to a positive approach
Look at our strengths and move forward
Build on these strengths
Through collaboration with Janet Chrispeels and her work with TIDES
If we dream big, what can we do?
Romero, Monique, Zoe, Brenda, Leila have been involved in this research from the start
Jenn and Romero felt TIDES would be perfect at Felicita so the important folks were gathered – teachers, leaders, district staff
What is the role of this group?
Some of our best thinkers are here
We can't do this work on our own, it wouldn't work well

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Determine best options

Be realistic – don't put too much in, build the plan as we go

What is your vision for this inquiry process?

Premise of Janet's research is on Appreciative Inquiry, strengths-based work

Use of reflection -- affective schools do phenomenal work in a short amount of time not from using a "silver bullet" program, but from the strength of working together for the benefit of the students

Do the work in a profound, comprehensive way; stay clear and enthusiastic

Outcomes were read aloud by group members

To share and learn pertinent information about Felicita

To gain knowledge about different school reform models that have improved student achievement

To use key components of successful school reform models to develop the conceptual framework for Felicita's metamorphosis

To develop a communication plan for the Felicita community

To give input that will result in recommending an intervention model to the Board of Education

Felicita Panorama, *What's Great About Felicita*

Appreciative Inquiry interview model (from the strengths perspective)

Be a generous listener

Don't dialogue; conduct an interview in groups of two

Ask follow-up questions

Record information on form provided

Read questions first to understand how you'll respond, then interview partner

Stay on schedule

Select a reporter and a facilitator

After interviews, extrapolate information gathered; record on chart paper

Report out to whole group

Ensure responses are focused on Student Learning

Pair within your group of four; one Felicita teacher and one "other"

Interviews and debriefing took place

Charts posted:

Group One - [core value is love of students and teachers self-sacrificing (beyond the classroom) and collaboration] passions of participants are being a master teacher, grade level leader; values of participants are: perspective and experiences, relationships and creativity of teachers; Wishes: increased test scores, technology (iPods for every student), teachers have their classrooms back, consensus/plan embraced, premiere elementary school

Group Two - Felicita {beautiful, spacious campus}: collaboration - grade-level, scheduled days; community - generations of families, neighborhood school, safe social environment, nurturing; students engaged in learning; teachers choose to each at Felicita - high retention rate, caring, strong relationships/bonds; value and seek clear communication; Wishes - Felicita becomes a shining beacon again, to have a vibrant environment, forging and valuing partnerships and to have a committed and united staff centered around a new vision

<u>Group Three</u> - Relationships - sense of family (staff and students); Collaboration of kinder team around instruction; Use of thematic instruction - expanded vocabulary, built experience, integration of art, music, science, social students, language arts, math - all areas; involve students in reading and writing - increase enthusiasm for learning; Setting high expectations for college and beyond; strong connections with families-generations-neighborhood; maintain strong instructional practices such as phonemic awareness and word building; collaboration among grade-level teams; teacher connections to families over time; beginnings of a whole school writing program, common language - WRITE Institute; Reading First is ending!; this year staff has started to rethink good instruction; TAG team; Wishes - art, music, project-based learning, family involvement, all teachers at Felicita want be here, Safety Zone/open door for teacher dialogue and instruction, technology (iPods, Document cameras, laptops), professional development in ALL these areas, everything needs to be building vocabulary, social studies and science, collaboration time/teaming, this reform has a passionate effect on everyone

<u>Group Four</u> - *Family Community*: deep roots, devoted parents who believe in staff, staff connections/relationships/support/caring, reading awards, Ladainian Tomlinson's visit, all involvement, partnerships; *Kids Are Excited To Be There*: technology, Garden Club, EUSD attendance rates, Good News Club, explores for knowledge, Running Club; *Instruction*: iRead, Project LIVE, Everyone A Reader, Tag Team, K writing program, committed & hard working staff; *Wishes* - more technology, keep community feeling, parent outreach/family involvement, vision/direction with shared leadership, more time for collaboration, trust & openness, consider what's best for our community of learners

Break

The Starting Line
Read articles - food for thought
<u>*A Well-Rounded Education for a Flat World*</u>*, by Richard H. Hersh*
Squares With My Thinking
Sharing 1st, 2nd, 3rd drafts with peers; definition of a well-rounded education; by engagement I don't mean simply keeping students busy and interested, but rather expecting them to construct and validate meaning; each school/classroom has it's own ecology and for change to take place it must be honored; assessment takes place during learning not after; issue of either skill or content is a dichotomy -- none can be done in isolation/one size doesn't fit all; students need to learn all subjects; need learning that stimulates the imagination and teaches how to construct meaning; need to comprehend and then express verbally what they've learned; learning requires reflection above the teacher's part and student's part; brain researchers agree that high expectations and standards, sufficient engagement of students; talented teachers; soft skills - possessing the resilience to bounce back after set-backs; simultaneously being connected

Students being able to apply what they've learned; we need to understand assessment as a powerful form of teaching and learning; assessment is used to INFORM; we can't purchase a well rounded education for a flat world; inert ideas remain stale unless put to good use; instant Internet knowledge doesn't equal education; the kind of learning we

need stimulates the education; problem-based learning requires us to consider all types of learning skills; we need to do what we already do more effectively, along with 21st century skills; how can we neglect the arts and languages?; making thoughts and feelings public - sometimes we convince ourselves we understand something when we do not.

Diamond in the Rough
working with classroom teachers to assist students with problem-based or case-based teaching; opportunities for peer teaching; peer-to-peer teaching avoids us convincing ourselves that we understand when we don't; require speaking and writing for understanding what we're doing; compete, connect and collaborate; what is relevant?; need to teach more effectively and efficiently, what does well-rounded look like?

Still Circling
Bias: in his quote "insidious psychological and emotional disconnecting effects; resolution in final paragraph isn't really a solution; technology isn't the tool, it's what you do with it; how to incorporate the soft skills?; have to move in this direction at flat-out speed, but soft skills take time; says we have a problem but doesn't have a solution (how will all that take place?)

America's Teachers on America's Schools
Squares With My Thinking
establish clear standards common across states, multiple measures to evaluate student performance, innovate to reach today's student, accurately measure teacher performance and provide non-monetary rewards; home-school connection; teachers are on the front line & use multiple measures/power of formative assessments; textbooks aren't the answer; teachers are a critical part of preparing our children for our future; teachers aren't opposed to standardized tests (just how they're interpreted); innovate to reach today's students; teachers are willing to go above and beyond; higher salaries aren't important - it's not about the money; bridge home and school

A Vision for School Reform
Dream -- What would I like to see at Felicita if there were no limits?
What are some critical pieces that will help students learn?
Report out after lunch

Lunch

Groups report their visions and rationale
Return to groups and finish debriefing
Groups report out; {rationale}:

Group 1 - Time {reflect, plan, implement, reflect, adjust, assess}, Buy-in for Success, Cohesive and Comprehensive Plan {extended day [more time to cover basics}; early intervention {behind in 1st grade = never catches up}; technology {differentiation, engaging timely feedback}; specialists to support [well-rounded education, collaboration, enrichment]; project-based learning {soft skills, critical thinking}; community, business, parent and student engagement {we can't do it alone})

Group 2 - Shared Vision: strong, positive adult-student relationships; mandatory school uniforms...links to behavior, high expectations, sense of pride; many opportunities for student expression of choice, voice; real, relevant opportunities for students to practice global citizenship, life skills; new definition of school day to be a combination of traditional instruction and problem-solving learning; learning environment (scheduling) that meets (doesn't compete with) student needs [Farr example]; clear decision-making and communication; integrate technology into teaching and learning; time for sharing ideas, successes, people need people; collaboration with responsibility; time for reflection, training, sharing best practices, successes; student priorities over adult wants; extended learning time and application; high expectation vs. Good Samaritan; well defined parent education and support. {*Rationale*: (1) to lay the foundation for students to become productive and contributing members of society and (2) organizational structure maximizes productivity and efficiency; less chaos.}

Group 3 - Art, music, technology, PE, field trips are integrated into instruction to reach multiple intelligences and to develop individual skills and language {whole child; collaboration; drawing on teacher strengths}; One technological device per child (i.e., iPod, laptop) on desk all day and fully integrated {whole child; 21st century child}; Ongoing professional development; Front loading parents so they can help at home {drawing on culture/knowledge/background}; Strong home connection {parent buy-in}; Home visitations; healthy lunch and breakfast (take over cafeteria) {creating better learners}; Vertical and horizontal collaboration around student work or teacher lessons {building background knowledge}; Building common language/common strand, rubrics, assessments/common writing/common lessons; Extra language support for CELDTS 1s and 2s especially in 4th & 5th grades (preview/review, language support in Spanish, front loading, extended oral language) {creating foundation}; Work with agencies to decrease transience; Project-based learning (problem-based learning); Textbooks as a resource; Strong leadership/strong leadership team; Teacher buy-in and input; Specialists to support/coaches, not administrative support nor evaluators; Exposure to books, good literature, non-fiction (social studies & science related to the curriculum) texts, literacy articles; Classroom environment/design reflects the students, not the subject matter; Full day kindergarten with 1/2 day flexibility to meet kids' needs - slowly moving into full day to use smaller groups at beginning of year; Flexibility in ALL grades

Group 4 - Technology {student engagement, innovation} (grade-level mobile labs, iPods for all, classroom technology); Personnel (specialist teachers - art, etc. {educating the whole child}, staff team building, parent participation/home-school connection {bridge school & home}); Students (healthy snacks, healthy breakfast/lunch {whole child approach}); Teachers (collaboration/teaming to best meet the needs of the students {motivation for teachers and students}, opportunities for creativity, extended learning opportunities for all - students get choice, ongoing staff development re: project-based projects facilitated by experts {innovation}, interesting field trips {student engagement}, unifying vision/inspiring parents {good and great connection}); Parents (classes at night, strong PTA {bridging home and school}); Facility (more activity choices on playground {socialization})

Reform Models that have made a difference (take notes re: key components of model)

Figure 1. Logic Model of Design-based Instructional Improvement

Program Design → Patterns of Instructional management in schools ↔ Patterns of Instructional practice in schools → Patterns of student learning in schools
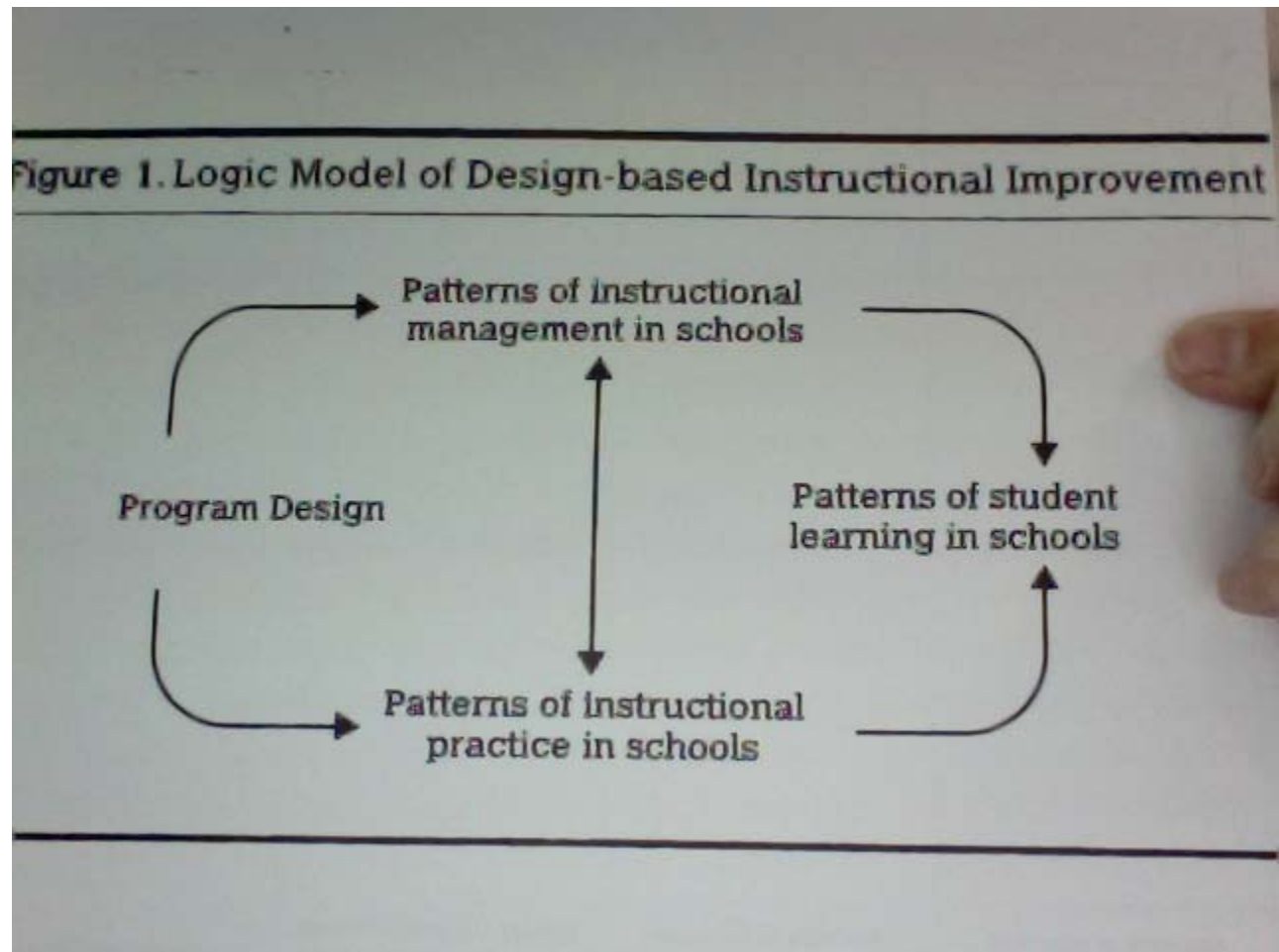
Reflections/Wrap Up
2:45 – 3:00 p.m.

Homework/Reading
Reform Models
Intervention Models

<u>AGENDA – Day 2 April 14, 2010 8:30 a.m.-3:00 p.m.</u>
Welcome
Jennifer invited group to visit classrooms with iRead and other innovative programs; visit Central, Pioneer, and Oak Hill
Watched Apple's new education commercial featuring EUSD iRead program
labels do not define us; harness the passion of staff in our district; positive emphasis on our district
Give our students the tools they need to unleash their potential
Brenda changing up agenda a bit this morning; distributed new agenda

Reform Models Making a Difference (Groups report key components)
ES21 article
Correlates of Effective Schools
Clear mission focused on teaching and learning
High expectations for all staff and students
Positive school culture that creates safety and order and supports teaching, learning and student responsibility
Strong shared instructional leadership
Opportunity to learn and time on task through teacher and teaching effectiveness
Frequent monitoring of student progress
Home, school and community partnerships to support student development and learning

Group Work 9:15 - 12:00
Individual groups complete work
Small groups meet together (Groups 2 & 4) (Groups 1 & 3)

Break
At groups' discretion

Lunch

Continue Synthesis of Information

Look for commonalities - What does it look like?

1

Program Design	Patterns of Instructional Management in schools	Patterns of Student Learning in schools	Patterns of Instructional Practice in schools
- Focused mission statement - choice - commitment - Whole child oriented - Operational flexibility (autonomy) - High expectations - Strong collaborative culture - Strong leadership - accountability - participative - School environment - cultural achievement - safe, positive, orderly - Assessment Plan - strategic - continuous monitoring - use of data/feedback - Systemic immediate response - Focused instructional time blocks - Purposeful and strategic partnerships - parent - community - collaboration - Use of technology - integration through curriculum - throughout every classroom - computer lab is add'l	- Transparent and collaborative leadership - student work - lesson design - learning targets - common assessments - reflection/collective inquiry - School wide foundation of strong, positive, orderly instructional management in every classroom - scheduling - structure of rules - protocol setting norms - Instructional support - instructional aides - specialists (art, PE, etc.) - Shared leadership - Election to work agreement - extended day - collective agreements - Operational flexibility - budget - schedule - Collaboration - focus on problem solving/solutions - Data driven decision making - instruction - intervention - Instructional consistency - observable - Peer support and feedback - learning - student behaviors	- Students are expected to: - think critically - defend/justify what they know - to reflect - to inquire - work hard - Increased engagement - Students understand that they have control over their own learning - feedback - Engaged in rigorous relevant work - Students work will reflect higher order thinking - analysis - synthesis - compare/contrast - Student collaboration - Students are able to articulate and write about their learning - Students possess presentation skills - defend their learning - Students access appropriate technology tools to enhance their learning	- Mindful practices - independence/interdependence - mindfulness - voice - imagination - inquiry - High expectations for **ALL** - Meaningful formative assessments - MAPS (K-5) - students take ownership of learning through goal setting - aligned with curriculum - collaboratively reviewed - Focused and purposeful, time management is totally separate - Focus on writing - journal/reflective - non-fiction - portfolios - X content - frequent - Critical thinking - making meaning - thematic/integrated - real world - Writing across the curriculum - Frequent formative assessment - Collaborative analysis of student work - Student empowerment - Learning principles - Marzano's Big 9 - Technology across the curriculum

2

Intervention Models Timeline
April 29 board meeting: recommendation of a model, presentation of the chart above
May 26 board meeting: grant application for approval; June 1 submission to CDE
Labels do not define us -- we choose a positive metamorphosis
Turnaround Model
Transformational Model (50% new staff; new evaluation tool for teachers [observation, student achievement, reflection of practice, etc.]; ongoing technical assistance; extended learning time; ongoing family connections)

Next Steps
Felicita staff in this group, along with EEEA president, meets Thursday, April 15 with all of Felicita's staff to discuss the reform models and outline their Felicita dreams
Staff provides Jenn with a model recommendation no later than Wednesday, April 21
End of first week of May Kathy Morris will begin interviewing Felicita staff

Schedule of Upcoming Meetings
Planning Team to meet again on April 30
Ed Services will plan some visits to San Diego model schools

ESCONDIDO UNION SCHOOL DISTRICT
Educational Services
Felicita/TIDES Planning Meeting
April 30, 2010 8:30 a.m.-3:00 p.m.
CGEC Maple Room

MINUTES

Team Members in Attendance:

Tom Borer - District Technology, TOSA
Zoe Carpenter - Board Member
Joan Gardner - Board Member
Julie Fernández – Felicita, Teacher
Jeanine Gostenhofer - Felicita,
    Speech/Language Pathologist
Monique Grauer - Felicita, Teacher
Brenda Jones, Facilitator – Assistant
    Superintendent, Educational Services
Romero Maratea - EEEA President
Sarah Martinez – Felicita, Teacher
Kathy Morris - Rock Springs, Principal
Anita Roberts - Felicita, Kindergarten
Leila Sackfield - Coordinator, Student
    Learning Support

Harriet Sibley – Felicita, TOSA
Beverly Swingle – Felicita, Teacher
Susie VanHouten - Coordinator, BTSA/GATE
Jennifer Walters - EUSD Superintendent

Welcome/Greetings (8:30 – 8:45)

Activity Update (8:45 – 9:30)
Members shared what they've done pertaining to Felicita since the April 14 meeting
Tom Borer - Staff wanted a Google Doc for staff collaboration, set it up with Paul; training occurred yesterday; positive forum; Kathy Morris asked if she might be able to participate; Tom will check.
Zoe Carpenter - Joan, Zoe and Henry visited classrooms to get a feel for the environment; "good bones"; lots of passion
Brenda Jones – Amazed at the volume of community involvement; parents really want to know with what's happening with their child's education. Felt Jennifer did a wonderful job by using her ability to communicate in Spanish and relate to the parents in a respectful manner. Leila and Brenda looked at SIG application and rubric; extensive questions are asked and details are provided on how application can be strong.
Romero Maratea - Attended teacher meeting to listen and provide info on models; approximately 75% voted for Transformational Model. Participate on a CTA work group with Linda Darling Hammond (teacher quality).
Kathy Morris - Met with 10 fourth graders (represented a broad range of students) yesterday for lunch. Asked these questions: What are you most looking forward to as a fifth grader next year, What do you really like about Felicita School, What dreams and plans do you have for yourself when you get older, and What do you think we could do at Felicita School that would help kids learn more. [see attached document called Felicita Transformation - Student Voice]
Leila Sackfield - Researching through CSBA, professional learning communities, etc. on successful applications.
Harriet Sibley – Team presented last Thursday what occurred at April 14 meeting and replicated activities; positive experience. Sarah took group through some questions; ensured transparency; reviewed models and voted on Tuesday. Lots of questions left to answer -- *schedule*, *job shares*, *teaching positions*, *evaluation*, registration for Medallion training today and teachers are unsure of assignment for 2010 (just need the 4th/5th grade teacher registrations)
Jennifer Walters - 250-300 parents were in attendance at first Felicita parent meeting; good meeting; didn't anticipate the emotionality regarding principal; open and honest about what we have control of; stand outs - father made a comment that "we can all come out to a meeting when we hear something is going to be done to us, but not on a regular basis" for supporting students and the school, and a mother commented that "I don't understand why we didn't know about this [Felicita having a problem/struggling]"; assured parents that we'd work together; Henry introduced Kathy, but audience wasn't ready to accept Kathy; parents wanted to speak more about the plan's specifics.
 Wednesday had a Spanish-only meeting for parents; did their Three Wishes activity

and developed many great ideas. May 5 will do this same activity with English speakers. Will meet again in June to review the plan specifics; need to meet with all stakeholders to discuss why any suggestions not chosen weren't chosen. Parents voiced their opinions about being involved with their children's education. Displayed bar graphs of Felicita's academic achievement for a multi-year period. Leila, Brenda, Kathy and Jenn met to discuss the meeting outcomes; staffing timelines, how Felicita's staffing needs will coordinate with district needs. Bob Leon meet with principals on Tuesday to distribute staff projection; estimate for Kindergarten, declining enrollment. Principals are looking at placing their current staff so Felicita teachers need to look at the reform model to see if this is the type of program they want to be involved with. Before all EUSD openings are posted Felicita staff will meet with Kathy. Jennifer will meet with Romero to help new Felicita staff remain cohesive. Knowing the system like Jennifer does, she feels that when involved in first round of funding, generally receive the maximum amount and for a sustained period of time. As soon as this group's on board with the plan, we'll work on developing a promo video to share with other schools, as well as a new page on the district website about Felicita's future.

Felicita Staff Dreams - *distributed list of staff dreams*
- field trips
- more enrichments (music, arts, computer lab, and PE teachers)
- classroom aides
- teacher/parent communication time
- class size reduction
- better playground equipment
- more technology in each classroom/Tech Teacher
- healthy quality food
- spring conference dates
- vice principal
- honest and positive collaboration
- TAG teams all day, K-5
- no micromanaging
- community building
- supportive environment
- high morale
- ability to use supplemental materials to meet needs of our students
- facility modernization
- vertical and horizontal collaboration
- prep time
- MAPS testing school-wide
- full-time counselors
- more resource help
- support teachers for ELD, science, math
- no duties/paid recess supervisor (or trained parents to help)
- teacher-chose professional development
- all staff buy-in

- classes formed equitably
- parent/student/teacher contracts [Elementary Learning Community Pledge - home/school compact?]

Transformational Model Review (9:30 – 10:15)
Developing and increasing teacher and school leaders
Replace principal
Equitable evaluation system
rigorous
connected to student growth (supporting role, not leading role) [comment that classrooms are created equally; growth based and cohort data]
multiple observations; collection of evidence through observation; portfolios [Take 1 - about what a teacher does in the classroom; project-based learning and reflection]; BTSA has similar program that uses CA Standards for the Teaching Profession (more defined with teaching EL and evaluation)
professional reflection
designed and developed with teachers and principals (not necessarily just those at involved site)
evaluation of principal (leadership portfolio?)
looking at High Tech High, Race to the Top winners (NC, CO, AR, DE) and their evaluation processes/designs
Ways to provide incentives, compensation to teachers and staff
e.g., financial, increased opportunity for promotion, flexible work conditions
Ongoing, job-embedded, high quality professional development
Instruction
Research-based and vertically aligned to adopted curriculum, intervention programs, continuous use of data to inform and differentiate instruction (i.e., Response to Instruction/Intervention - RtI2, CARE Youth Project - social/emotional piece)
using and integrating technology-based supports and interventions
Increasing learning time and creating community-oriented schools
provisions to increase learning time (will review samples later today)
ongoing mechanisms for family and community engagement (CARE Youth Project, parent input)
Providing ongoing operational flexibility and sustained support
sufficient operational flexibility (staffing, budgeting, calendars)
ongoing technical assistance (define this for our program -- internal/external?; monitoring, what is best for Felicita)
Input from teachers about why they felt Felicita staff chose the Transformational Model
This model had embedded the best opportunity for significant and formal change
The 50/50 staffing requirement in the Turnaround Model was a deal breaker
Felt the statement "anything in the Transformation Model could be put into the Turnaround Model" was pivotal
Noted that teacher evaluation piece scared folks

Break (10:15 – 10:30)

Review our previous work compiled on the Logic Model of
    Design-based Instructional Improvement (10:30 – 11:00)
Why we feel the Transformational Model will make the most difference for the Felicita
community

Basic Constructs – *Jennifer Walters, Brenda Jones, Leila Sackfield,* Kathy Morris (11:00
– 11:30)
reviewed staff dreams/wishes for big ideas; sense of urgency in terms of student
achievement and use of existing projects
students need to be the center of everything, the core that connects everything together
thought about how we would transform the chart into a written plan; strong belief in the
plan, in themselves, in success - inevitable that it happens; innovation, technology,
home/school partnerships
"preventing reading failure" culture

address Student Voices in the context of Basic Constructs for Felicita (yellow page)

Lunch (11:30 – 12:15)

Review Logic Model for Instructional Improvements and constructs (12:15 – 12:45)
    Small groups

 Belief system-ALL Students Can Learn at HIGH levels
    Clear agreements-communication, commitment
    Consistent implementation
    Adults within the Felicita community are responsible for actualizing high student
achievement. (college-bound culture of literacy; parent/teacher supporters)
    Evidenced in data that is valued
    Value on meaningful, challenging work (relevance, rigor)
    Defined positive discipline process (CSAT, Response to Learning, SEEDS
counselors) *

II. Commitment to Best Practices for Student Learning
    Belief in the frequent use of formative assessments
    Power standards, learning principles (cross-curricular, all content areas)
    Positive behavior & student support plans
    Integral, well-defined weekly collaboration time
    Student feedback
    Transactional strategy instruction-repertoire of comprehension strategies that
students can flexibly use according to the demands of the reading tasks and texts
Opportunities for additional student support (CSR, specialists, UA/differentiation)
Resources for VAPA/PE
Language development is essential to program design
Cross grade level mentoring and partnering
    Simultaneously develop conceptual understanding, computational fluency and
problem-solving skills

III. Student Culture of Learning, Continuous Improvement for Students and Adults
   Student-centered Participative Leadership-strengths-based site leadership team, PLCs
   Adults-commitment to positive collaboration, quality learning time to improve & enhance student learning
   Students-extended learning time
   To afford expanded learning activities (field trips, clubs, enrichment)
   NWEA-MAPS, K-5
   High levels of learning, high mutual accountability, high levels of support
   Out of the classroom student support for success
   Positive adult feedback
   Variety of professional development opportunities
   Celebrating student success

IV. Sense of Student Urgency-
   The impact of an ineffective teacher for one year
   Preventing reading failure
   Achievement gap
   Immediate response to student needs through intervention
V. Intentional Innovation for Students' 21st Century Work Skills
   Access to teaching tools
   Access to learning tools-Project iRead School (K-5) *
   Integrated Thinking- STEM-challenged-based learning in p.m., EUHSD small high school collaboration *
   Professional development and expertise (certificated specialists, support personnel)
   Authentic/Project-based Learning (field trips)
VI Home & School-Partners in Learning
   Formal communications-home visits, fall & spring student-led parent teacher academic conferences, frequent preview of learning communiqués *
   Informal communications
   Parental supports - mentoring grant (social worker)
Mentoring through Athletics
Project 21 (Pomerado Hospital)
SMILES
   Parent education-PIQE *
   Parent Liaison
   Everyone a Reader
   Explorers of Knowledge
   Parent-Teacher-Student Contracts (as needed)
   Homework intervention
   Parent involvement expectations
   Parents taking care of all outside duties (playground/recesses) with certificated supervision
   Safe Walk
   Scholarly behaviors in adults

Parents taking pride in their school and community

VII Culture/School Environment
Nutritious food served in cafeteria
Regulate food brought from home for snack
Playground equipment set up for recess
Recess aides that teach kids how to play games, etc. (e.g., YMCA, Boys & Girls Club)
Classroom management professional development

Review of Felicita Student Data (12:45 – 1:30)
   Small groups
Read article and then share with group what "squares with your thinking". Review
Felicita data and write down three observations.
Group 1: data see-saws and similar schools' data progresses consistently; math
data_____ ; types of students wouldn't have made as big a difference
Group 2: similar schools showed consistent growth; Felicita's growth seesaws and then
levels slightly when percentage stays the same; both content areas showed highest
score in 2005-06
Group 3: same as others; would like to see longitudinal data of kids at Felicita (K-5); EL
growth is most regular, but still the lowest
Request -- CDE's definition of transience; longitudinal data
Set goals in terms of student achievement and day-to-day objectives

Extended learning time options, school schedule (1:30 – 2:30)
 Doesn't always mean adding minutes to the day
Look internally into your own structures (recess, PE, less transitions)
Time on task
Banking of time
2009-2010 Master Schedule of Los Penasquitos (Turnaround School)
Academy is identified classes at grades 3, 4 & 5 who have a longer instructional day
(8:00 - 3:00)
Remainder of school starts at 8:55 to 3:10
Use the "sacred time" to maximize instructional time (no pullouts)
Late start time and an early release day (Weds)
Intervention and Open Computer Lab time meshes to facilitate use of time
Recess and lunch schedule -- later start, earlier lunch and one recess in later afternoon
Half day kindergarten all in the a.m.; p.m. was used for intervention of upper grades
RtI school - every grade level developed an intervention plan that was coordinated to
others schedule
Each grade developed an assessment plan and coordinated their intervention plans
good data helps maximize time
Invited a particular group of kids to attend an ELD class for an additional hour
Coordinated and thought out based on data and an assessment plan
Another similar sample
RtI teachers have their own schedule that coordinates

additional teachers available for a block of time, able to work with the most needy students at a grade level

Target Area Group (TAG) at Felicita - skill grouping; at-will teacher takes a group during UA time at kindergarten and first grade

All Things PLC - Making Time for Collaboration; Rebecca Dufour's list of ways to make time for collaboration

National Center on Response to Intervention - webinar on developing effective schedules (May 25)

Specials -- PE, art, music, etc. teachers

Article - Key Lessons: Does More School Time Make A Difference?

CSBA - instructional time, full-day K, after school programs, etc.

Where do we stand with extended learning time?

All-day meetings takes some of the pressure off of the teacher since it's planned

PD at grade level meetings (six full-day meetings during the year; K is half-day)

Concern about full-day kindergarten; need to allow time for rest and relaxation - social/emotional needs

How about extended time for some kids?

Parents would like it

Like to see EL (CELDT 1s and 2s) have that extended time; preview/vocabulary/background before heading into classroom

Before school programs; grab-n-go breakfast program

Move some prep time to the morning and have a specialist come in to combine that block of time for collaboration

preserving the morning time allows for a "fresh start" for kids and teachers

Having specialist time that combines with teacher meeting time would be awesome

Likes the academy schedule

Concern about different start times - need consistency throughout with an at-will work force; need communication structure for moving kids through an extended schedule; this work force needs to be part of the regular collaboration

Academy model for all kids with various emphasis that meet the needs of all kids

Micro Society: at end of day all students participate in a program around various themes; job-based theme where everyone has a job -- this program is their "hook" for wanting to come to school. Day is extended by about 45-60 minutes; allowed teachers to collaborate.

Next Steps/Closure (2:30 – 3:00)
Go from the Constructs -- put some "nuts and bolts" to it to illustrate what working conditions will look like

Is there a middle ground?

More effective use of time vs. extending actual school day

Saturday School

Need idea for a revised school schedule next week

Go back to the table with Constructs, review sample schedules with a small group (instructional leadership team), prepare a "skeleton"

By the end of Monday, in your email Inbox will be a new copy of Constructs and 9 Points

By Friday, the teacher job description and leadership team job description will be available

8:00 - 3:00 student day (per diem cost at 30 min. = ?)
Built on these (Constructs) foundational purposes
iPod/iFelicita program (30 classrooms = 420,000)
Specialists - Math/Science; HSS/ELA; Technology; Student Asset Specialist (400,000)
New principal
Once/week collaboration outside of early release Thursday (within school day)
Leadership Team
Paid Professional Development/Team Building for all Felicita staff in August (up to 2 weeks prior to school opening) *need staffing numbers for budget/per diem rates
Teacher evaluation will be new and cool
Talk to Kathy about CSR in 4/5 - would they not want this as well based on data from Pioneer? (200,000)
? .5 Technology Tech (district provides .5)

ESCONDIDO UNION SCHOOL DISTRICT
Educational Services
Felicita/TIDES Planning Meeting
May 19, 2010, 1:00-3:00 p.m.
CGEC Birch Room

MINUTES

Members in Attendance
Tom Borer
Zoe Carpenter
Janet Chrispeels
Joan Gardner
Jeanine Gostenhofer
Stacy Ganzer
Brenda Jones
Sarah Martinez
Kathy Morris
Leila Sackfield
Harriet Sibley
Beverly Swingle
Susie VanHouten
Jennifer Walters

Tom Borer showcased the new website on teacher recruitment for Felicita
It should go "live" later today
Various information links along the left side of the page
Reviewed links in detail

Video: What Felicita Students Want
Add Q&A in FAQs regarding the start/end time each workday for teachers
Personal conversations with all staff regarding job placement in 2010-2011
Probably will take place Monday, May 24

Brenda Jones presented an overview of the grant process

Appendix 3.i.c
AYP Growth Charts

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMACE DATA BY STUDENT GROUP															
	All Students								EL Students							
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Participation Rate	100%	99%	99%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%
Number At or Above Proficient	97	134	137	128	134	111	108	107	32	58	65	67	82	77	76	75
Percent At or Above Proficient	16.4%	23.3%	24.4%	23.6%	29.2%	25.6%	27.3%	27.3%	7.8%	14.7%	16.2%	17.0%	23.6%	21.3%	23.5%	22.9%
AYP Target	13.6%	13.6%	13.6%	24.4%	24.4%	24.4%	35.2%	46.0%	13.6%	13.6%	13.6%	24.4%	24.4%	24.4%	35.2%	46.0%
Met AYP Criteria	Y	Y	Y	N	Y	Y	N	N	N	Y	Y	N	SH	N	N	N

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMACE DATA BY STUDENT GROUP															
	White Students								Hispanic Students							
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Participation Rate	100%	100%	99%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%
Number At or Above Proficient	30	25	16	21	17	11	6	9	55	88	101	93	104	91	94	91
Percent At or Above Proficient	40.0%	38.4%	29.0%	42.0%	54.8%	61.1%	46.2%	75.0%	11.8%	19.0%	21.6%	20.3%	25.8%	22.9%	25.3%	24.7%
AYP Target	13.6%	13.6%	13.6%	24.4%	24.4%	24.4%	35.2%	46.0%	13.6%	13.6%	13.6%	24.4%	24.4%	24.4%	35.2%	46.0%
Met AYP Criteria	Y	Y	Y	Y	--	--	--	--	N	Y	Y	N	Y	N	N	N

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMACE DATA BY STUDENT GROUP															
	Socio-economically Disadvantaged Students								Students with Disibilities							
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Participation Rate	100%	99%	99%	100%	100%	100%	100%	100%	98%	91%	100%	99%	100%	100%	100%	100%
Number At or Above Proficient	62	67	107	98	105	88	89	89	4	5	3	2	2	2	3	2
Percent At or Above Proficient	12.3%	17.0%	21.8%	21.1%	26.0%	22.6%	24.9%	24.9%	6.5%	8.0%	4.6%	3.5%	7.4%	6.1%	14.3%	5.9%
AYP Target	13.6%	13.6%	13.6%	24.4%	24.4%	24.4%	35.2%	46.0%	13.6%	13.6%	13.6%	24.4%	24.4%	24.4%	35.2%	46.0%
Met AYP Criteria	N	Y	Y	N	Y	N	N	N	--	--	--	--	--	--	--	--

Math Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATH PERFORMACE DATA BY STUDENT GROUP															
	All Students								EL Students							
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Participation Rate	100%	99%	99%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%
Number At or Above Proficient	141	156	194	186	178	143	127	125	72	87	106	115	121	106	95	90
Percent At or Above Proficient	23.9%	27.1%	34.7%	34.3%	38.8%	32.9%	32.2%	31.9%	17.6%	22.1%	26.5%	29.3%	34.9%	29.3%	29.4%	27.5%
AYP Target	16.0%	16.0%	16.0%	26.5%	26.5%	26.5%	37.0%	47.5%	16.0%	16.0%	16.0%	26.5%	26.5%	26.5%	37.0%	47.5%
Met AYP Criteria	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	N	N

Math Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATH PERFORMACE DATA BY STUDENT GROUP															
	White Students								Hispanic Students							
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Participation Rate	100%	100%	99%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%
Number At or Above Proficient	34	24	25	24	16	11	5	8	92	111	145	144	147	121	114	109
Percent At or Above Proficient	45.3%	36.9%	46.2%	48.0%	51.6%	61.1%	38.5%	66.7%	19.8%	24.0%	31.0%	31.4%	36.5%	30.4%	30.8%	29.5%
AYP Target	16.0%	16.0%	16.0%	26.5%	26.5%	26.5%	37.0%	47.5%	16.0%	16.0%	16.0%	26.5%	26.5%	26.5%	37.0%	47.5%
Met AYP Criteria	--	--	--	--	--	--	--	--	Y	Y	Y	Y	Y	Y	N	N

Math Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATH PERFORMACE DATA BY STUDENT GROUP															
	Socio-economically Disadvantaged Students								Students with Disibilities							
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Participation Rate	100%	99%	99%	100%	100%	100%	100%	100%	98%	91%	100%	99%	100%	100%	100%	100%
Number At or Above Proficient	106	93	159	146	147	118	110	104	5	10	10	5	4	6	4	3
Percent At or Above Proficient	21.1%	23.7%	32.5%	31.4%	36.4%	30.3%	30.9%	29.1%	8.1%	16.1%	15.3%	8.8%	14.8%	18.2%	19.0%	8.8%
AYP Target	16.0%	16.0%	16.0%	26.5%	26.5%	26.5%	37.0%	47.5%	16.0%	16.0%	16.0%	26.5%	26.5%	26.5%	37.0%	47.5%
Met AYP Criteria	Y	Y	Y	Y	Y	Y	N	N	--	--	--	--	--	--	--	--

Escondido Union School District
Educational Services
EMERGENCE OF COHERENCE
Comprehension Experts — Every Student, Every Teacher, Every Classroom, Every Day!

PROFESSIONAL LEARNING COMMUNITIES

Cabinet

Regional Cohorts

Grade Levels / Departments

Educational Services

FOUR FOCUS QUESTIONS (DuFour)

- What do we want students to learn?
- How do we know when students have learned?
- What will we do when some students have not learned?
- What will we do when students have learned?

Curricular Focus

Reading Comprehension

Access to the SBE Core*

Students with Disabilities

English Learners

Other At-risk

Socio-economically Disadvantaged

All students learning

PROFESSIONAL DEVELOPMENT

Book Study

Coaching

Site Visits

Learning Cycles

Internal

External

Principal Coaching

Instructional Coaching

English Learners

RtI

Reading

Math

Student Data

Students with Disabilities

Formative Assessments

Students with Disabilities

Socio-economically Disadvantaged

Other At-risk

English Learner

***SBE: State Board of Education
2008-09**

Revision 08/11/08

Appendix 3.i.e
Draft of Felicita's Reform Model

Felicita Transformation

Project Components Determined as of 4/30/2010
8:00 - 3:00 student instructional day
All Transformation Design / Decisions built on
7 Constructs / Foundational Principles (see below)
iPod/iFelicita/iLearn 1:1 program K-5
Specialists
New principal
Once/week release time / collaboration outside of early release Thursday
Instructional Leadership Team / GL Team Leaders, Specialists, Principal
Setting Direction, Developing People, Designing the School for Success, Leading for Social Justice
Paid Professional Development/Team Building for all Felicita staff in August
(up to 2 weeks prior to school opening)
Teacher evaluation will be new and cool - TBD
Including: GL PLC Implementation & Reflections, Standards-based Alt. Projects, Lesson Study

Felicita Transformation / Constructs/Foundational Principles
A Synthesis of School Community Visioning & Research-based Reform Designs

Belief system-ALL Students Can Learn at HIGH levels
Clear agreements-communication, commitment
Consistent implementation
Adults within the Felicita community are responsible for actualizing high student achievement. (college-bound culture of literacy; parent/teacher supporters)
Evidenced in data that is valued
Value on meaningful, challenging work (relevance, rigor)
Defined positive discipline process (CSAT, Response to Learning, SEEDS counselors)

Commitment to Best Practices for Student Learning
Use of frequent formative assessments
Power standards, learning principles (cross-curricular, all content areas)
Positive behavior & student support plans
Integral, well-defined weekly collaboration time
Student feedback – descriptive, purposeful
Transactional strategy instruction-repertoire of comprehension strategies that students can flexibly use according to the demands of the reading tasks and texts
Opportunities for additional student support (CSR, specialists, UA/differentiation)
Resources for VAPA/PE
Language development is essential to program design

Cross grade level mentoring and partnering
Simultaneously develop conceptual understanding, computational fluency and problem-solving skills.

Student Culture of Learning, Continuous Improvement for Students and Adults
Student-centered Participative Leadership-strengths-based site leadership team, PLCs
Adults-commitment to positive collaboration, quality learning time to improve & enhance student learning
Students-extended learning time
To afford expanded learning activities (field trips, clubs, enrichment)
NWEA-MAPS, K-5
High levels of learning, high mutual accountability, high levels of support
Out of the classroom student support for success
Positive adult feedback
Variety of professional development opportunities
Celebrating student success

Sense of Student Urgency-
The impact of an ineffective teacher for one year
Preventing reading failure
Achievement gap
Immediate response to student needs through intervention

Intentional Innovation for Students' 21st Century Work Skills
Access to teaching tools
Access to learning tools-Project iRead School (K-5) *
Integrated Thinking- STEM-challenged-based learning in p.m., EUHSD small high school collaboration *
Professional development and expertise (certificated specialists, support personnel)
Authentic/Project-based Learning (field trips)

Home & School-Partners in Learning
Formal communications-written, home visits, fall & spring student-led parent teacher academic conferences, frequent preview of learning communiqués *
Informal communications
Parental supports - mentoring grant (social worker)
Mentoring through Athletics
Project 21 (Pomerado Hospital)
SMILES
Parent education-PIQE *
Parent Liaison
Everyone a Reader
Explorers of Knowledge
Parent-Teacher-Student Contracts (as needed)

Homework intervention
Parent involvement expectations
Parents taking care of all outside duties (playground/recesses) with certificated supervision
Safe Walk
Scholarly behaviors in adults
Parents taking pride in their school and community

Culture/School Environment
Nutritious food served in cafeteria
Regulate food brought from home for snack
Playground equipment set up for recess
Recess aides that teach kids how to play games, etc. (e.g., YMCA, Boys & Girls Club)
Classroom management professional development

Appendix 3.viii.a

Reading Fluency Growth Rates and 1:1 Learning with iPods

Reading Fluency Goals

General End-of-Year Fluency Goals by Grade	
1st Grade	60 WCPM
2nd Grade	90 WCPM
3rd Grade	120 WCPM
4th Grade	130 WCPM
5th Grade	140 WCPM
6th Grade	150 WCPM

source: Dr. Timothy Shanahan in Fluency
Instruction (2006)

Reading fluency is the gateway skill to reading comprehension and thus, a very important skill for students to acquire. According to reading experts such as Dr. Timothy Shanahan, students should gain approximately 30 words per minute in their fluency word count (30 WCPM) each year of elementary school. In a typical school year (including vacation breaks), this works out to be approximately 5-10 WCPM gain every 6 weeks. The following charts are a representative sample of the kinds of fluency gains for our students who have used the iPod for fluency practice and assessment.

Grade 4 Reading Fluency

Student	Baseline WCPM	6-Week WCPM (Use of iPod)	WCPM Fluency Increase
Leslie	113	157	44
Ehdmar	111	152	41
Laura (resource)	98	130	32
Karla	114	163	49
Salvador	92	146	54
Thomas	98	142	44
Esther	46	101	55
Samuel	55	98	43
Jacinto (resource; SPED)	23	33	10
Martin (newcomer)	44	98	54
Irvin (newcomer)	75	139	64

NOTE: Normal fluency gains are 5-10 WCPM in a 6-week period of time.

Grade 4 Reading Fluency Data

Visual graph of preceding chart

Normal Growth Line
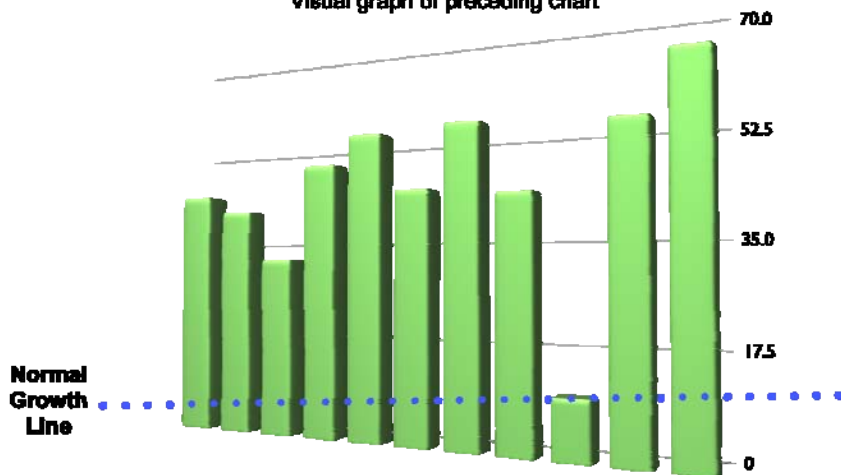
■ WCPM Growth, 5-10 words is considered "normal" progress for 6-week period

Using a different assessment program -- Online Assessment Reporting System (OARS) in our highest poverty/lowest performing 5th grade classroom implementing the 1:1 iPod touch program, we saw tremendous gains in a 6-week period of time. The following are a pre- and post assessment chart showing achievement gains in 6 weeks in this classroom, taking into account a two-week holiday break. The teacher used the iPod extensively for fluency and vocabulary development during this time.

Class List Report for: Erickson, Paul
Exam: Gr 5 HM Summative - Benchmark 1 (December 2, 2009)

January 15, 2010   Page 1 of 10

Report Options

Schools: Lincoln Elementary School	Ethnicities: All
Grades: All	Custom Groups: All
Courses: All	Roster: 2009-2010 School Year
Gender: All	# Students: 29
Ed Programs: All	

Student Performance

Student	Overall Performance		Grade Five Reading: 1.2 (Vocab and Concept Dev: 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 Language Conventions: 12, 14, 16, 18, 19) (17 pts. possible)		Grade Five Reading: 1.3 (Vocab and Concept Dev: 1, 2, 3, 4, 5, 6, 7, 8 Language Conventions: 11, 13, 15, 17, 20) (13 pts. possible)		Grade Five Reading: 1.4 (Vocab and Concept Dev: 11, 12, 13, 14, 15, 16, 17, 18, 19, 20) (10 pts. possible)		Grade Five Reading: 2.1 (Read Comp: LB Resp/Asst: 2, 5) (2 pts. possible)		Grade Five Reading: 2.3 (Read Comp: LB Resp/Asst: 1, 3, 5, 9, 10) (5 pts. possible)	
GROUP AVERAGE	Far Below	39.1(52.19%)	Far Below	8.5(50.00%)	Far Below	6.8(52.47%)	Far Below	5.4(54.29%)	Far Below	1.1(53.57%)	Basic	3(50.71%)
SparichoRodriguez,	Far Below	44(58.67%)	Far Below	9(52.94%)	Far Below	7(53.85%)	Far Below	5(50.00%)	Far Below	1(50.00%)	At	4(80.00%)
Arias, Veronica	Far Below	31(41.33%)	Far Below	3(17.65%)	Far Below	6(46.15%)	Far Below	2(20.00%)	Far Below	1(50.00%)	At	4(80.00%)
Arrellano, Jose	Far Below	27(36.00%)	Far Below	4(23.53%)	Far Below	3(23.08%)	Far Below	2(20.00%)	Far Below	1(50.00%)	Basic	3(60.00%)
BalderasOrozco,	Far Below	41(54.67%)	Far Below	7(41.18%)	Basic	8(61.54%)	Far Below	3(30.00%)	Far Below	0(0.00%)	Far Below	2(40.00%)
Clayton, Alexander	Far Below	35(46.67%)	Far Below	9(52.94%)	Basic	8(61.54%)	Basic	6(60.00%)	Far Below	1(50.00%)	Far Below	0(0.00%)
Davalos, Jorge	Far Below	31(41.33%)	Far Below	5(29.41%)	Far Below	6(46.15%)	Far Below	4(40.00%)	Above	2(100.00%)	At	4(80.00%)
DominguezMaya,	Far Below	37(49.33%)	Far Below	3(17.65%)	Basic	8(61.54%)	Far Below	2(20.00%)	Above	2(100.00%)	At	4(80.00%)
Evans, Ashley	Basic	48(64.00%)	Basic	11(64.71%)	Far Below	7(53.85%)	Basic	7(70.00%)	Far Below	1(50.00%)	Far Below	2(40.00%)
Galicia, Sarai	Far Below	38(50.67%)	Basic	12(70.59%)	Far Below	7(53.85%)	Basic	7(70.00%)	Far Below	1(50.00%)	Above	5(100.00%)
GallegosMacino,	Far Below	30(52.00%)	Basic	11(64.71%)	At	4(30.77%)	At	8(80.00%)	Far Below	1(50.00%)	At	4(80.00%)
Garcia, Gabriel	Far Below	35(46.67%)	Far Below	5(29.41%)	Basic	8(61.54%)	Far Below	4(40.00%)	Far Below	1(50.00%)	Basic	3(60.00%)
LorenzoSaldivar,	Basic	53(70.67%)	Far Below	10(58.82%)	At	10(76.92%)	Basic	7(70.00%)	Above	2(100.00%)	At	4(80.00%)
Mancillas, Evangelina	Far Below	37(49.33%)	Far Below	9(52.94%)	Basic	9(69.23%)	Far Below	5(50.00%)	Above	2(100.00%)	Basic	3(60.00%)
Martinez, Jose	Far Below	38(50.67%)	Far Below	8(47.06%)	Far Below	6(46.15%)	Far Below	5(50.00%)	Far Below	1(50.00%)	At	4(80.00%)
Mendez, Alberto	Far Below	41(54.67%)	Far Below	10(58.82%)	Far Below	7(53.85%)	Basic	6(60.00%)	Far Below	1(50.00%)	Above	5(100.00%)
Palacio, Mauro	Far Below	26(34.67%)	Far Below	3(17.65%)	Far Below	5(38.46%)	Far Below	2(20.00%)	Far Below	1(50.00%)	At	4(80.00%)
Pascual, Michelle	Far Below	35(46.67%)	Far Below	9(52.94%)	Far Below	7(53.85%)	Basic	6(60.00%)	Far Below	1(50.00%)	Far Below	1(20.00%)
	Far Below	36(48.00%)	Far Below	10(58.82%)	Basic	9(69.23%)	Basic	7(70.00%)	Far Below	1(50.00%)	Far Below	1(20.00%)

Far Below Basic	Basic	At	Above	Challenge

Report Options

|	
Schools: Lincoln Elementary School	**Ethnicities:** All
Grades: All	**Custom Groups:** All
Courses: All	**Roster:** 2009-2010 School Year
Gender: All	**# Students:** 29
Ed Programs: All	

Student Performance

Student	Overall Performance		Grade Five Reading: 1.2 (Vocab and Concept Dev: 16, 17) (2 pts. possible)		Grade Five Reading: 1.3 (Vocab and Concept Dev: 1, 2, 3, 4, 5, 9, 11, 12, 13, 14, 15, 18, 19, 20) (14 pts. possible)		Grade Five Reading: 1.4 (Vocab and Concept Dev: 10) (1 pt. possible)		Grade Five Reading: 1.5 (Vocab and Concept Dev: 7, 8, 9, 10) (4 pts. possible)		Grade Five Reading: 2.3 (Read Comp: Lit Emphasis: 1, 4, 6) (3 pts. possible)	
GROUP AVERAGE	Far Below	39.9(53.15%)	Basic	1.3(67.24%)	At	10(71.18%)	Basic	0.5(48.28%)	At	3.2(81.03%)	Far Below	1.3(42.53%)
Alcaraz, Otoniel	Far Below	22(29.33%)	Basic	1(50.00%)	Far Below	5(35.71%)	Far Below	0(0.00%)	Basic	2(50.00%)	Far Below	0(0.00%)
AparicioRodriguez,	Far Below	35(46.67%)	Above	2(100.00%)	At	11(78.57%)	Above	1(100.00%)	Above	4(100.00%)	Far Below	0(0.00%)
Arias, Veronica	Far Below	30(40.00%)	Above	2(100.00%)	Far Below	5(35.71%)	Above	1(100.00%)	At	3(75.00%)	Basic	2(66.67%)
Arellano, Jose	Basic	45(60.00%)	Basic	1(50.00%)	Above	13(92.86%)	Above	1(100.00%)	Above	4(100.00%)	Far Below	0(0.00%)
CalderasOrozco,	Basic	48(64.00%)	Basic	1(50.00%)	At	12(85.71%)	Far Below	0(0.00%)	Above	4(100.00%)	Far Below	1(33.33%)
Clayton, Alexander	Far Below	40(53.33%)	Above	2(100.00%)	At	10(71.43%)	Above	1(100.00%)	At	3(75.00%)	Far Below	0(0.00%)
Davalos, Jorge	Far Below	27(36.00%)	Above	2(100.00%)	At	10(71.43%)	Above	1(100.00%)	At	3(75.00%)	Far Below	1(33.33%)
DominguezMaya,	Far Below	42(56.00%)	Above	2(100.00%)	At	11(78.57%)	Above	1(100.00%)	Above	4(100.00%)	Basic	2(66.67%)
Evans, Ashley	Far Below	35(46.67%)	Basic	1(50.00%)	Basic	7(50.00%)	Far Below	0(0.00%)	At	3(75.00%)	Far Below	0(0.00%)
Galicia, Sarai	Basic	46(61.33%)	Basic	1(50.00%)	At	12(85.71%)	Far Below	0(0.00%)	At	3(75.00%)	Basic	2(66.67%)
GallegosMecino,	Basic	52(69.33%)	Basic	1(50.00%)	Above	14(100.00%)	Far Below	0(0.00%)	Above	4(100.00%)	Far Below	0(0.00%)
Garcia, Gabriel	Far Below	40(53.33%)	Above	2(100.00%)	At	10(71.43%)	Above	1(100.00%)	Basic	2(50.00%)	Far Below	1(33.33%)
Lee, Wallace	Basic	47(62.67%)	Above	2(100.00%)	At	10(71.43%)	Above	1(100.00%)	Above	4(100.00%)	Far Below	1(33.33%)
LorenzoSaldivar,	Basic	53(70.67%)	Above	2(100.00%)	Above	13(92.86%)	Above	1(100.00%)	At	3(75.00%)	Basic	2(66.67%)
Mancillas, Evangeline	Far Below	27(36.00%)	Far Below	0(0.00%)	Basic	8(57.14%)	Far Below	0(0.00%)	Basic	2(50.00%)	Far Below	1(33.33%)
Martinez, Jose	Basic	47(62.67%)	Above	2(100.00%)	At	12(85.71%)	Above	1(100.00%)	Above	4(100.00%)	Above	3(100.00%)
Mendez, Alberto	Basic	45(60.00%)	Basic	1(50.00%)	At	12(85.71%)	Far Below	0(0.00%)	At	3(75.00%)	Basic	2(66.67%)
Osacio, Mauro	Far Below	22(29.33%)	Far Below	0(0.00%)	Far Below	4(28.57%)	Far Below	0(0.00%)	Basic	2(50.00%)	Basic	2(66.67%)
Pascual, Michelle	Basic	45(60.00%)	Basic	1(50.00%)	At	11(78.57%)	Far Below	0(0.00%)	Far Below	1(25.00%)	Basic	2(66.67%)

🟥 Far Below Basic	🟧 Basic	🟨 At	🟩 Above	🟪 Challenge

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The Iowa Test of Basic Skills (ITBS), which measures student grade level equivalency growth over the course of a school year, was administered as a pre- and post-assessment in our first iPod touch 1:1 pilot classroom. The tests were also given to a control classroom with similar demographics and technology at the same grade level and school (minus the iPod touch devices). The reading comprehension growth in the iPod touch 1:1 class was nearly two years' grade level growth in only a 6-month period of time. The following charts show the achievement scores of the pilot and control classrooms.

ITBS Reading Comprehension: Growth over 6 months

1.8

0.25

■ 1-1 iPod touch classroom
■ Comparative control classroom
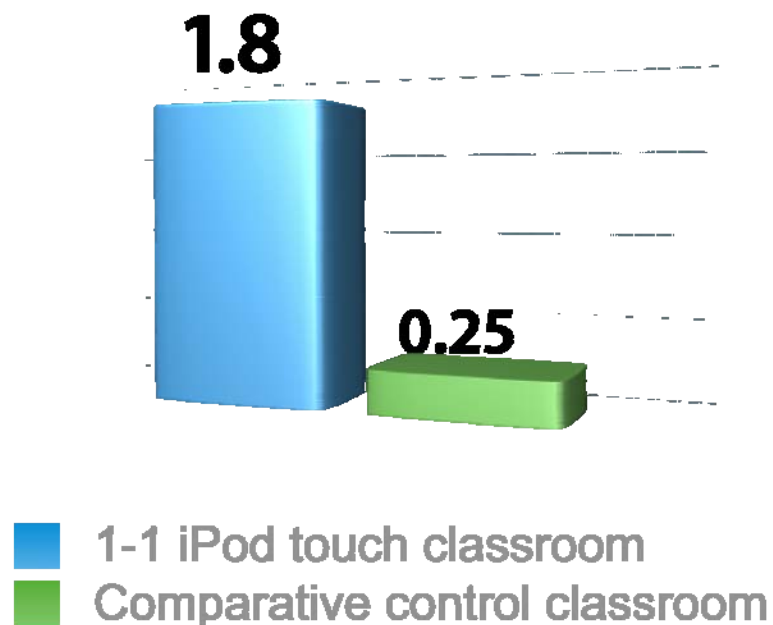
Grade 5 Reading Comprehension Data

Iowa Test of Basic Skills			
(measures growth over time)			
iPod touch 1-1 classroom			
Name	Fall GLE	Spring GLE	GLE Growth
Daniella	8.7	12.4	3.7
Colin	4.8	7.0	2.2
Jack	8.3	9.2	0.9
Kaitlyn	1.9	4.1	2.2
Sara	8.3	9.8	1.5
Sydney	7.0	7.0	0
Timothy	5.4	7.8	2.4
Aruna	7.4	9.2	1.8
Conner	6.8	9.2	2.4
Virginia	4.8	5.8	1
Connor	6.6	7.8	1.2
Jonathan	4.5	7.8	3.3

GLE = Grade Level Equivalency

Grade 5 Reading Comprehension Data

Iowa Test of Basic Skills			
(measures growth over time)			
Comparative Classroom			
Name	Fall GLE	Spring GLE	GLE Growth
Oscar	3.6	4.3	0.7
Nicolas	8.3	9.2	0.9
Stewart	7.0	4.0	-3.0
Justin	5.4	6.6	1.2
Monica	6.8	6.8	0
Zachary	7.0	7.8	0.8
Nathanial	7.0	6.8	-0.2
Clinton	8.3	10.8	2.5
Jillian	9.8	9.2	-0.6
Andrew	5.6	7.4	1.8
Jordan	4.0	4.1	0.1
Steven	3.4	2.3	-1.1

GLE = Grade Level Equivalency

The following chart depicts the overall ITBS scores of our iPod-using classrooms vs. the non-iPod classrooms. Unfortunately, not all of the post-test data was gathered from the iPod touch classrooms, so we suspect that the growth in these classrooms overall was more significant than expected.

ITBS Reading Comprehension: Growth over 4 months
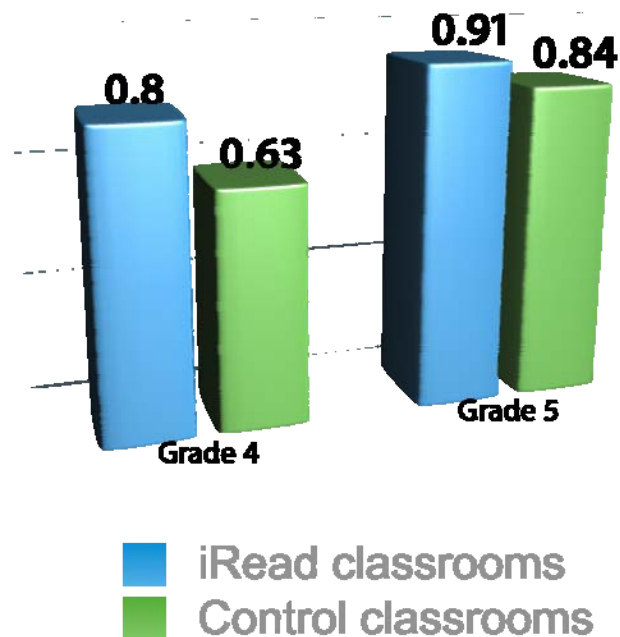
Appendix 3.xi.a
Summary of Parent Meetings Input
Felicita School - Parent Meetings

Reform Plan Input - Wishes for Felicita School

April 28 & May 5, 2010
Please note the numbers beside the input indicates the number of parent responses for the particular item.

Theme I: Instruction

- Stress spelling and grammar instruction
- More help in math
- More computers, classes & help with computers (8)
- Bilingual classes
- Higher levels of mathematics (algebra)
- More help with reading for students with school subjects (science), and with
- comprehension
- More help with everything, homework (4)
- No more combination classes
- Saturday School Instruction (2)
- Full time and year-round kindergarten
- Daily homework in kindergarten
- Learning support programs for slow learners, students with language problems
- Project-based learning, i.e. newspaper, science fair
- New grade orientation
- School retention for students who are not performing at grade level

Theme 2: Teachers

- Have teachers send a note when child needs help because it is not always possible to speak with the teacher (2)
- Place teachers in classrooms based on their abilities
- Responsible and receptive teachers with good discipline and organizational skills
- More communication with parents – weekly reports (2)
- Monthly Progress Reports (3)
- More support teachers
- More bilingual teachers
- More effective teachers
- More staff development for teachers (2)
- Teachers need to teach self-confidence to the students; this way the students will let the teachers know when they are having difficulties with their school work

Theme 3: Facilities

- A school schedule with longer hours (2)
- Physical Education teacher/activities (5), sports for all
- More teachers-classroom reduction (8)
- More Field Trips (3)
- Change cafeteria menu (meals with more nutritional value, no hamburger, pizza or soda) (3)
- After-school programs for students, clubs – like dance, culinary arts, music, computers, chess, English, Spanish, running club, and sports (9)
- Continue with Saturday School Instruction (2)
- Do not replace the principal (2)
- Reward teachers who increase student achievement
- Art; Instrumental Music, Performing Arts
- SmartBoards
- Recess coaches
- Peace Patrol
- More positive activities
- Summer school
- D.A.R.E. type education
- Kinder prep – ALL
- Teach students how to read in Spanish
- Fitness course
- More classrooms
- Repair unevenness of fields

Theme 4: Community-Oriented School

- Fun family activities at school in the evening (motivational) (2)
- Fun summer activities
- An increase in counseling services, 5x/week, for students and parents (6)
- Modify or improve school landscaping
- Provide school transportation (4)
- Information about community services
- More noon supervision
- Campus security (traffic)
- Surveillance to and from school and during school hours (3), for the restrooms (1)
- More signs inside/outside the campus to enforce traffic laws
- More security guards
- More secure playground equipment
- School Learning Center with available instructors
- Police visit the students during first month of school

- Keep school uniforms (2)
- Community Outreach Partners
- Community-based Enrichment Camps
- Required parent involvement
- Bike safety rally
- Parent lunch times
- After school cultural activities

Theme 5: Parent Education/Volunteers

- Keep our Parent Liaison (TOP) (3)
- Notify parents about school subjects being taught to their children
- Help with computer classes (3)
- Parent workshops in the evening to help our children (6), specifically discipline (1).
- ESL classes for parents, with childcare provided (5)
- More information about special classes, educational programs (3)
- More help with reading for parents with school subjects (science), and comprehension (in order to be able to assist their children).
- More parent resources, help with everything
- More information on community resources
- Workshops on Domestic Violence
- More mandatory parent volunteers
- Tech Parent Portal (2)
- Teach Spanish and how to translate from English to Spanish.
- Artistic activities for parents

Other Themes:

- Meetings in both languages
- More communication with parents from Superintendent
- Superintendent must not plan beforehand. She needs to communicate with parents and the school before planning.

_____

Appendix 3.xi.b
New Felicita Principal and Student Interviews

Felicita Transformation
Student Voice

I met with ten fourth-graders (ranging in achievement and engagement w/ school) for lunch Thursday 4/29/2010 at Felicita School.

What are you most looking forward to as a 5th grader next year?
- Unanimously – the field trip to CSUSM
- Being the oldest on campus
- Learning new stuff

What do you really like about Felicita School?
- Hanging w/ my friends
- Getting to check out books
- Assemblies where we get awards and stuff

What dreams and plans do you have for yourself when you get older?
- teacher (4)
- veterinarian
- CSI detective
- professional soccer player
- doctor
- start a business
- still thinking (1)

What do you think we could do at Felicita School that would help kids learn more?
- Have more fieldtrips – because learn better when they are not here all the time and to get see new things.
- Each kid needs a good dictionary because some of do not know a lot of words and get confused.
- More books in the library – because we could check out more books at a time and we more choices of chapter books
- Interesting Homework – kids need to do homework but don't because it's boring. We also need to have different choices about homework.
- More time for SS and Science because that is what kids like to learn about anyway
- We need to do more activities and projects like science experiments. Kids learn more when they get to actually do things.
- We need a longer day doing fun stuff because at home it just gets boring.

- We need PE activities and a bigger playground because when kids are active they learn more.
- We need more time for Math because it seems Math time always gets cut for assemblies and stuff.
- When we are doing our work we needs ways to know right then if we are doing it right, one way for Math is to have calculators because you need to know right away if you know what you are doing or not.
- We need someone to help us with our homework if we don't understand it – either before school or after school because then you know what you're supposed to.
- We need to read lots more different stuff – like poetry and magazines because kids would learn more if they liked what they were reading about and it was interesting to them.
- We need more time w/ the iPods each week because you lots of words and there are more words on the Internet than anywhere. Also because usually you do have to read the whole thing you just need to read a summary you can get on the iPod.
- We need more computers and laptops because we need to do more writing but lots of kids don't like to write but kids like to write on the computer.

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